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University of the City of New York.

SCHOOL OF PEDAGOGY.

CATALOGUE AND

CIRCULAR

FOR THE SIXTH

ANNUAL TERM,

BEGINNING OCT. 1,

1892, AND ENDING

APRIL 29, 1893.



THE COUNCIL OF THE UNIVERSITY.

The Council of the University of the City of New York, incorporated the 18th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One fourth of the members go out of office each year on the first Monday of November, when their successors are elected by the Council.

ROLL OF THE COUNCIL.

DATE OF ELECTION.		EXPIRATION OF TERM.
1836.	CHARLES BUTLER, LL.D.....	1894.
1846.	JOHN TAYLOR JOHNSTON, LL.D	1892.
1862.	WILLIAM ALLEN BUTLER, LL.D.....	1894.
1865.	JOHN E. PARSONS.....	1893.
1869.	J. W. C. LEVERIDGE.....	1893.
1871.	WILLIAM A. WHEELOCK.....	1894.
1875.	JOHN HALL, D.D., LL.D.....	1892.
1876.	CHARLES F. DEEMS, D.D., LL.D.....	1892.
1881.	WILLIAM LORING ANDREWS	1894.
1882.	WILLIAM M. TAYLOR, D.D., LL.D.....	1892.
1882.	JENKINS VAN SCHAICK.....	1895.
1882.	LEMUEL SKIDMORE.....	1892.
1883.	RODERICK TERRY, D.D.....	1895.
1883.	WILLIAM S. OPDYKE.....	1895.
1883.	ELBERT B. MONROE.....	1893.
1884.	SAMUEL SLOAN.....	1893.
1884.	DAVID BANKS.....	1893.
1884.	ROBERT SCHELL.....	1893.
1887.	GEORGE ALEXANDER, D.D.....	1895.
1887.	GEORGE MUNRO.....	1892.
1887.	WILLIAM L. SKIDMORE.....	1892.
1889.	FRANCIS A. PALMER.....	1895.
1889.	JOHN REID, D.D.....	1893.
1890.	FREDERIC BAKER.....	1895.
1890.	ISRAEL C. PIERSON, Ph.D.....	1894.
1890.	HENRY M. SANDERS, D.D.....	1892.
1890.	WILLIAM F. HAVEMEYER.....	1894.
1891.	HENRY M. MACCRACKEN, D.D., LL.D.....	1894.
1891.	EDWARD H. LITCHFIELD.....	1893.
1891.	JOSEPH S. AUERBACH.....	1894.
1892.	ALFRED L. LOOMIS, M.D., LL.D.....	1895.
1892.	CHARLES T. BARNEY.....	1895.

THE WOMAN'S ADVISORY COMMITTEE.

Class of 1895.

Miss EMILY BUTLER, President.
 Mrs. ALEXANDER.
 Mrs. W. W. HOPPIN.
 Mrs. C. A. HERTER.

Class of 1893.

Mrs. MARY J. FIELD, Vice-Pres.
 Mrs. ALFRED L. LOOMIS, Treasurer.
 Miss A. B. JENNINGS.
 [Vacancy.]

Class of 1892.

Mrs. BENJAMIN S. CHURCH.
 Mrs. WILLIAM F. COCHRANE.
 Mrs. HENRY DRAPER.
 Mrs. EDWARD C. BODMAN.

Class of 1894.

Mrs. EUGENE SMITH, Sec'y.
 Mrs. BENJAMIN WILLIAMSON.
 Mrs. ROBERT HOE.
 Mrs. FREDERICK W. DOWNER.

NOTE.—The above Committee was constituted by an act of the Council, passed at the May meeting, 1890. The act is given below. The only amendment which has been made thereto is the one of January, 1891, which increases the full number of the Committee to sixteen instead of twelve members.

ACT OF THE COUNCIL CONSTITUTING THE WOMAN'S COMMITTEE.

The Council of the University of the City of New York, recognizing that the present year's enrolment of graduate students includes the names of several women graduates of various colleges, who are pursuing here advanced courses in Greek, English, Physics, Geology, and History of Education, as candidates for the Doctorate of Philosophy; and further recognizing that the School of Pedagogy, founded the present month for the instruction in Pedagogy of graduates of colleges and of New York State Normal Schools, and of others of equal attainments with these, is likely to enroll women in equal numbers with men, deems it expedient that this corporation shall have the co-operation of representative women, who will be interested in the promotion of University work for women, in the most advanced lines of study and investigation.

To this end the Council hereby establishes THE WOMAN'S ADVISORY COMMITTEE OF THE UNIVERSITY OF THE CITY OF NEW YORK, to be composed of twelve members, women, appointed by the Council, one fourth to go out of office annually upon May 1st, when their successors shall be appointed by the Council.

The Council places the Council Room at the command of this Committee for its meetings at any time not reserved for meetings of the Council. It refers to the Committee the making of its own by-laws and appointment of its own officers; also the formation of plans and the making of recommendations for the advancement of the University's work for women; but all such plans or recommendations shall, as in the case of other committees, be reported to and approved by the Council.

The President of the Council is *ex-officio* a member of each committee. The Chancellor is *ex-officio* an advisory member of each committee.

FACULTY.

HENRY M. MACCRACKEN, D.D., LL.D.,
Chancellor.

JEROME ALLEN, PH.D.,
Dean.
Professor, History of Education.

EDGAR DUBS SHIMER, PH.D.,
Professor, Educational Psychology.

EDWARD R. SHAW, PH.D.,
Professor, Methodology, General and Special.

LANGDON S. THOMPSON, PH.D.,
Lecturer, Educational Literature and Criticism.

GRADUATES, 1891.

DOCTORS OF PEDAGOGY.

CHAS. R. ABBOT,	<i>Principal, Brooklyn, N. Y.</i>
WILLIAM M. BARRINGER, . . .	<i>Supt., Schools, Newark, N. J.</i>
EMILY I. CONANT,	<i>Teacher, Normal College, N. Y. City.</i>
PETER E. DEMAREST,	<i>Principal, Long Island City.</i>
WILLIAM J. ECKOFF,	<i>Teacher, High School, Jersey City.</i>
ARTHUR F. EWELL,	<i>Tutor, New York City.</i>
PHILIP H. GRUNENTHAL, . . .	<i>Teacher, New York City.</i>
LYMAN B. HANNAFORD, . . .	<i>Principal, Brooklyn, N. Y.</i>
HARRIET E. HUNT,	<i>Teacher, Brookline, Mass.</i>
WILLIAM M. JELLIFFE,	<i>Principal, Brooklyn, N. J.</i>
CHAS. J. MAJORY,	<i>Principal, East Orange, N. J.</i>
MILTON QUAY,	<i>Principal, Elizabeth, N. J.</i>
FRANK A. SCHMIDT,	<i>Teacher, New York City.</i>
LANGDON S. THOMPSON, . . .	<i>Supervisor, Drawing, Jersey City.</i>

MASTERS OF PEDAGOGY.

MAY I. P. BESSEY,	<i>Teacher, Brooklyn, N. Y.</i>
SAUL BADANES,	<i>Teacher, Hebrew Tech. Inst., New York City.</i>
MARY E. EATO,	<i>Teacher, New York City.</i>
JENNIE M. FROST,	<i>Teacher, Jersey City, N. J.</i>
JOSEPHINE E. HODGDON, . . .	<i>Head of Department, Brooklyn.</i>
ELLEN E. KENYON,	<i>Head of Department, Brooklyn.</i>
MAY MACKINTOSH,	<i>Teacher, Weehawken, N. J.</i>
CATHARINE E. O'BRIEN, . . .	<i>Teacher, New York City.</i>
H. CORDELIA RAY,	<i>Teacher, New York City.</i>
FLORENCE T RAY,	<i>Teacher, New York City.</i>
ANNA TAGGART,	<i>Teacher, New York City.</i>
SARAH R. WATKINS,	<i>Teacher, New York City.</i>

SCHOOL OF PEDAGOGY.

SENIOR CLASS.

Louise M. Allen, . . .	120 E. 113th St., New York.
Charles M. Babeock, . .	53 Clinton Pl., Brooklyn, N. Y.
Saul Badanes, . . .	36 Stuyvesant St., New York.
Charles W. P. Banks, . .	Roselle, N. J.
Moses Becker, Jr., . .	Flatlands, N. Y.
Moses A. Bedell, . . .	Sheepshead Bay, N. Y.
Frederick E. Bellows, . .	Adelphi Academy, Brooklyn, N. Y.
Katharine D. Blake, . .	149 E. 44th St., New York.
Lucy B. Briant, . . .	111 W. 48th St., New York.
Homer C. Bristol, . . .	660 E. 23d St., Paterson, N. J.
Abner B. Brown, . . .	147 Stevens Ave., Mount Vernon, N. Y.
Sarah E. Buckbee, . . .	34 W. 91st St., New York.
Julia E. Bulkley, . . .	Plainfield, N. J.
Isobel Camp, . . .	534 Carlton Ave., Brooklyn, N. Y.
Elizabeth Cavannah, . .	40 Greenwich Ave., New York.
Catherine A. Clancey, . .	389 E. Houston St., New York.
Mary E. Coffin, . . .	605 Asbury Ave., Asbury Park, N. J.
David B. Corson, . . .	Rahway, N. J.
James M. Crane, . . .	Newburgh, N. Y.
Charles M. Dalrymple, . .	Englewood, N. J.
John J. Dawson, . . .	261 Steuben St., Brooklyn, N. Y.
John A. Demarest,* . .	233 Pacific Ave., Jersey City, N. J.
Wm. C. de F. Dickinson, .	323 Sherman Ave., New Haven, Conn.
William H. Doty, . . .	22 Montgomery St., Newburgh, N. Y.
Alice A. Douglas, . . .	194 Madison St., Brooklyn, N. Y.
Mary E. Eato, . . .	2 Minetta St., New York.
Gertrude Edmund, . . .	Cohocton, N. Y.
Sarah J. S. Garnet, . . .	128 W. 17th St., New York.
Benjamin E. Gerst, . . .	Maspeth, N. Y.
Mary M. Gile, . . .	471 Main St., East Orange, N. J.
Wellington E. Gordon, . .	Patchogue, L. I., N. Y.
Max. P. E. Groszmann, . .	109 W. 54th St., New York.
Mary E. Gnirey, . . .	30 Auburn St., Paterson, N. J.
Nathan Hunt Hall, . . .	Lynne, Conn.
Frank H. Hanson, . . .	141 Heller Parkway, Newark, N. J.
Henry E. Harris, . . .	74 Trask Ave., Bayonne, N. J.

* Died.

William D. Heyer, . . .	Elizabeth, N. J.
William N. Hill, . . .	Glen Head, N. Y.
Josephine E. Hodgdon, .	80 Willoughby St., Brooklyn, N. Y.
Egbert H. Hulse, . . .	Amityville, N. Y.
Caspar Isham,	71 Summer St., Stamford, Conn.
James W. Jacobus, . . .	Great Neck, N. Y.
Asher J. Jacoby, . . .	Sayville, N. Y.
Edgar D. Johnson, . . .	Bloomington, N. J.
Theophilus Johnson, . .	Woodside, N. Y.
Martin Joyce,	434 Ditmars Ave., Long Island City, N. Y.
Ellen E. Kenyon, . . .	23 Linden St., Brooklyn, N. Y.
Mary E. Kerrigan, . . .	164 Hester St., New York.
Robert B. Keyser, . . .	245 W. 46th St., New York.
Johanna Leo,	235 W. 135th St., New York.
Burtis Magie,	1135 Park Ave., New York.
J. Howard Mahony, . . .	129 W. 111th St., New York.
S. May Martin,	16 Oak St., Newark, N. J.
Agnes McFadden, . . .	72 Clinton St., Newburgh, N. Y.
Kate H. McWilliams, . .	127 Greenpoint Ave., L. I. City, N. Y.
Mary Jerome Merritt, . .	Upper Montclair, N. J.
Alice M. Mellish, . . .	374 Third St., Brooklyn, N. Y.
Jennie B. Merrill, . . .	53 E. 87th St., New York.
Almon G. Merwin, . . .	688 Hancock St., Brooklyn, N. Y.
Sarah F. Miller,	305 W. 136th St., New York.
William A. Miller, . . .	Richmond Hill, N. Y.
William S. Mills, . . .	353 Clifton Pl., Brooklyn, N. Y.
Morris L. Miner,	76 Clifton Pl., Brooklyn, N. Y.
Frederick Montesser, . .	30 Auburn St., Paterson, N. J.
Alexander Musgrave, . .	Hoboken, N. J.
Emma Neafie,	10 Paterson Plank Rd., J. C. Heights, N. J.
Hannah W. Neumann, . .	106 Summit St., Brooklyn, N. Y.
Catherine E. O'Brien, . .	243 W. 149th St., New York.
Charles W. Oley,	Freeport, N. Y.
Mary J. C. O'Neil, . . .	459 Pacific St., Brooklyn, N. Y.
Sheldon J. Pardee, . . .	Long Island City, N. Y.
Edward P. Pitcher, . . .	305 W. 51st St., New York.
Charles D. Platt,	51 Western Ave., Morristown, N. J.
Virginia M. Porter, . . .	15 Perry St., New York.
Lewis Kemp-Prosser, . . .	110 W. 79th St., New York.
Emily H. Radcliffe, . . .	9 University Pl., New York.
Frederick B. Riggs, . . .	Santee Agency, Neb.
Jane du B. Roberts, . . .	148 Madison Ave., New York.
John C. Rockwell, . . .	Portchester, N. Y.

William C. Sandy, . . .	17 Cedar St., Newark, N. J.
Elsie B. Scott, . . .	252 Liberty St., Newburgh, N. Y.
Elmer K. Sexton, . . .	Closter, N. J.
Ellsworth Shafto, . . .	Garfield, N. J.
Beatrice H. Slaight, . . .	179 Madison St., Brooklyn, N. Y.
Virginia Smiley, . . .	80 Willoughby St., Brooklyn, N. Y.
Arthur W. Smith, . . .	Newtown, N. Y.
D. F. Tarpey, . . .	137 Windsor Place, N. Y.
Joseph S. Taylor, . . .	209 E. 15th St., New York.
Martin E. Thew, . . .	Lawrence Station, N. Y.
Martha J. B. Thomas, . . .	108 Ave. D, Bayonne, N. J.
Franklin Thorne, . . .	1084 Main St., Paterson, N. J.
Irving G. Towne, . . .	241 Tyler St., Paterson, N. J.
Dora M. Townsend, . . .	22 Montgomery St., Newburgh, N. Y.
Willis J. Tuers, . . .	545 Fourteenth Ave., Paterson, N. J.
Lewis B. Twitchell, . . .	160 Willoughby Ave., Brooklyn, N. Y.
William S. Twitchell, . . .	409 Park Ave., Paterson, N. J.
Henry P. Van Liew, . . .	2254 Seventh Ave., New York.
John Walsh, . . .	331 E. 42d St., New York.
Addison J. Wells, . . .	Springfield, Long Island, N. Y.
Jennie A. Whitecomb, . . .	393 Cumberland St., Brooklyn, N. Y.
Lucien J. Whitney, . . .	Boonton, N. J.
Frank A. Young, . . .	17 Sussex St., Hackensack, N. J.
Total, 102.	

JUNIOR CLASS.

Clara Appoldt, . . .	311 Lewis St., Union Hill, N. J.
Elizabeth K. Arndt, . . .	105 N. 7th St., Newark, N. J.
Aunetta M. Arnold, . . .	Yonkers, N. Y.
Eva Averill, . . .	493 Third St., Brooklyn, N. Y.
Alfred G. Balcum, . . .	Kearney, N. J.
Emma L. Ballou, . . .	158 Union St., Jersey City, N. J.
Irene M. Bates, . . .	Rutherford, N. J.
Clara A. Bentley, . . .	31 Prospect St., East Orange, N. J.
Kate A. Bergen, . . .	Brooklyn, N. Y.
Catherine Blecker, . . .	273 Hicks St., Brooklyn, N. Y.
Nettie Borchers, . . .	Flatbush, L. I., N. Y.
Elma A. Bourne, . . .	296 Clermont Ave., Brooklyn, N. Y.
Julius S. Clark, . . .	Leonia, N. Y.
Louise H. Clark, . . .	444 S. 2d Ave., Mt. Vernon, N. Y.
Roberta M. Cochrane, . . .	237 Fulton St., Brooklyn, N. Y.
Emma C. Collins, . . .	80 Warburton Ave., Yonkers, N. Y.
Miles J. Corse, . . .	306 Ellison St., Paterson, N. J.

Ellen R. Cottrell, . . .	96 W. 8th St., Bergen Point, N. J.
Annie F. Courier, . . .	993 Park Ave., New York.
Elias Crane,	141 Park Ave., Paterson, N. J.
Virginia A. Crenshaw, . .	148 Madison Ave., New York.
Helen G. Daly,	840 Greene Ave., Brooklyn, N. Y.
Alice Day,	237 Macon St., Brooklyn, N. Y.
Eleanor A. Devins, . . .	Whitestone, N. Y.
James D. Dillingham, . .	Toms River, N. J.
Edwin T. Dunham, . . .	797 Quincey St., Brooklyn, N. Y.
Mary Dyett,	23 Herkimer St., Brooklyn, N. Y.
Annie McL. Eggles, . . .	273 High St., Newark, N. J.
Lillian M. Elliot, . . .	328 W. 25th St., New York.
Christina Gautier, . . .	Jamaica, Long Island, N. Y.
Josephine S. Genung, . .	321 Hudson St., Hoboken, N. J.
George B. German, . . .	90 Norman Ave., Brooklyn, N. Y.
Frances A. Gilbert, . . .	Paterson, N. J.
Katherine Gilligan, . . .	East Newark, N. J.
Nellie L. Godley,	Whitestone, N. Y.
Julia C. Gordon,	Rutherford, N. J.
Mary Grace,	69 Clinton Ave., Brooklyn, N. Y.
Elizabeth A. Graham, . .	New York City.
Mabel Greene,	Gravesend, N. Y.
Emma H. Gудuville, . . .	Brooklyn, N. Y.
Blanche Halsey,	243 Fourth St., Jersey City, N. J.
Rachel A. Harned,	314 Decatur St., Brooklyn, N. Y.
Eliza A. L. Harris, . . .	74 Grove St., Brooklyn, N. Y.
Myra C. Healy,	Weehawken, N. J.
Herman von der Heide, . .	350 Washington St., Newark, N. J.
Sarah H. Higgins,	521 N. Broad St., Elizabeth, N. J.
Alice R. Hitchcock, . . .	22 Montgomery St., Newburgh, N. Y.
Alice M. Holdsworth, . .	220 Sixth Ave., Brooklyn, N. Y.
J. Imogen Howard, . . .	20 Jones St., New York.
Anastasia Howe,	432 W. 18th St., New York.
Sarah S. Hunt,	Newtown, L. I., N. Y.
Jean C. Huston,	Corona, N. Y.
Helen M. Jackson,	440 Franklin Ave., Brooklyn, N. Y.
Alice Jasinsky,	332 W. 47th St., New York.
Edwin Jones,	Brooklyn, N. Y.
Henrietta Katkameyer, . .	253 Hewes St., Brooklyn, N. Y.
Maria J. Kemble,	440 W. 57th St., New York.
Margaret Kemble,	440 W. 57th St., New York.
Ida L. Kempke,	235 Claremont Ave., Montclair, N. J.
Katherine J. King,	43 Decatur St., Brooklyn, N. Y.
Augustine Knoflach, . . .	New York City.

Amanda F. Lang, . . .	312 E. 58th St., New York.
Annie M. Lawton, . . .	58 Orange Rd., Montclair, N. J.
Helen Lewi, . . .	312 W. 33d St., New York.
Mary L. Lewis, . . .	Passaic, N. J.
Alice M. Lockwood, . . .	39 Summit Ave., Jersey City, N. J.
Emma M. Lockwood, . . .	Riverside, Conn.
Rebecca McClure, . . .	226 Fairmount Ave., Newark, N. J.
Frank B. Marsh, . . .	286A Vanderbilt Ave., Brooklyn, N. Y.
Jessie A. Marshall, . . .	Portchester, N. Y.
Edith O. Martin, . . .	16 Oak St., Newark, N. J.
Jennie T. Martin, . . .	25 Washington St., East Orange, N. J.
Amy H. Marvin, . . .	83 Vanderpool St., Newark, N. J.
Robert E. McDonald, . . .	Irvington, N. Y.
Julia A. McFarlan, . . .	160 Noble St., Brooklyn, N. Y.
Annie A. McIlwaine, . . .	123 Washington St., Morristown, N. J.
Jennie McKain, . . .	69 Gardner Ave., Jersey City, N. J.
Mary F. More, . . .	Boonton, N. J.
Edward A. Murphy, . . .	155 W. 45th St., New York.
Lucy N. Nelson, . . .	Brooklyn, N. Y.
Emil L. Newman, . . .	101 E. 80th St., New York.
Enma A. Newman, . . .	28 Linwood Ave., Buffalo, N. Y.
Shozabura Nishimura, . . .	Tokio, Japan.
Catherine L. O'Brien, . . .	734 Wythe Ave., Brooklyn, N. Y.
Virginia G. Oliver, . . .	Englewood, N. J.
Maude Page, . . .	Gravesend, N. Y.
Wilhelmina Palmatier, . . .	Mamaroneck, N. Y.
Maria Pendleton, . . .	469 Carlton Ave., Brooklyn, N. Y.
Arthur C. Perry, Jr., . . .	615 St. Mark's Ave., Brooklyn, N. Y.
Hattie J. Pettiner, . . .	1324 Bergen St., Brooklyn, N. Y.
Mary H. Price, . . .	303 Belleville Ave., Newark, N. J.
Marie W. Du Puget, . . .	Rutherford, N. J.
Eva Rappleye, . . .	107½ Oak St., Jersey City, N. J.
Mahlon B. Reed, . . .	25 Clinton St., Paterson, N. J.
Aunie M. Reed, . . .	32 W. 40th St., New York.
Caroline W. Rehorn, . . .	Yonkers, N. Y.
Elizabeth Reid, . . .	135 W. 22d St., New York.
Phebe C. Reynolds, . . .	583 Avenue E, Bayonne, N. J.
Thomas L. Roberts, . . .	131 Palisade Ave., Jersey City, N. J.
Samuel A. Roberson, . . .	348 W. 22d St., New York.
Henry S. Sackett, . . .	Pratt Institute, Brooklyn, N. Y.
Minnie Sandmann, . . .	211 Hudson St., Hoboken, N. J.
William C. Sands, . . .	18 Burnett St., Newark, N. J.
Bessie C. Schenck, . . .	50 S. 11th St., Newark, N. J.
Jennie M. Schoonmaker, . . .	154 Carroll St., Brooklyn, N. Y.

Julia Seaman, . . .	916 Garfield Ave., Jersey City, N. J.
Charles T. Seaman, .	163 W. 102d St., New York.
Burt P. Seelye, . .	130 Greene Ave., Brooklyn, N. Y.
Mary Smedley, . . .	226 Central Park, New York.
Annie W. Smith, . .	New York City.
Emily C. Smith, . .	Kingsland, N. J.
Louise J. Starkweather, .	424 William St., East Orange, N. J.
Mary Start, . . .	212 S. Oxford St., Brooklyn, N. Y.
Florence M. Thomas, .	94 W. 5th St., Bayonne, N. J.
Luella H. Thorne, . .	Jamaica, L. I., N. Y.
Mary A. Todd, . . .	123 Washington St., Morristown, N. J.
Charles R. Traver, . .	Upper Red Hook, N. Y.
Celia S. Van Denburg, .	Irvington, N. Y.
Anna Van Der Zee Lee, .	45 Perry St., New York.
Annette Vrooman, . .	407 E. 73d St., New York.
Louise S. Van Wagoner, .	Paterson, N. J.
Jennie F. Warwick, . .	Englewood, N. J.
Annis R. Wells, . . .	176 Seventh Ave., Brooklyn, N. Y.
Mary A. Wells, . . .	1st Ave. and 63d St., New York.
Alice C. White, . . .	200 W. 69th St., New York.
Emma Wiggins, . . .	218 Park Ave., Paterson, N. J.
Harriette K. Williams, .	Whitestone, N. Y.
Mary L. Woods, . . .	321 Pomeroy St., Astoria, L. I., N. Y.

Juniors, 128.

AUDITORS CLASS.

Phœbe D. Andrews,	William J. Millar,
Millie H. Bartlett,	Julia Ruggles,
Eliza A. Bitts,	Harriet J. Shafer,
Laura Charlton,	Florence H. Solomon,
Robert L. Conant,	Jane R. Solomon,
Emma Conro,	Ann E. Stewart,
Sara E. Davis,	Sarah C. Terry,
Fralie F. Dodd,	Jessie F. Thompson,
Martha J. Elmendorf,	Anna F. M. Thorpe,
Mary E. Grogan,	Gertrude Trenham,
Carl Heller,	Isadore E. Tuttle,
Clara Hopps,	Louisa E. Vanderbeek,
Emma A. Husted,	Arnold Voget,
Luey A. Jones,	Sophie T. D. Walton,
Inez A. Jones,	Annis R. Wells,
Edith M. Luther,	Abby R. Welwood,
William A. Mackey,	Marian Woolman,
Margaret Marinus,	Mrs. Frank A. Young,

Auditors, 36.

ORGANIZATION.

The School of Pedagogy was established by the following statute, adopted March 3, 1890, by the Council of the University. Extract from the Minutes of the Council :

“The School of Pedagogy of the University of the City of New York is established this 3d day of March, 1890, to give higher training to persons who may have devoted themselves to teaching as their calling, and who are graduates of colleges of Arts and Science ; or who are graduates of Normal Schools or Colleges of the State of New York ; or who are able to present testimonials of general scholarship and culture equal to those received by the graduates of the New York State Normal Schools.

“The School shall be under the immediate care of the Vice-Chancellor and two professors of the Faculty of Arts and Science, to be named by the Council of the University. These shall report to the Council through the Committee upon the Graduate Division.

“The Committee upon the Graduate Division shall supervise the School in addition to its particular work.”

ENROLMENT.

Candidates for degrees admitted to this school will be enrolled in two classes—the Junior and the Senior.

JUNIOR CLASS.

For enrolment in the Junior Class the student must present a diploma from a Normal School of the State of New York, or testimonials of general scholarship equal to that required for a diploma from a Normal School in the State of New York.

SENIOR CLASS.

For enrolment in the Senior Class the student must present a diploma from a college of Arts and Science, or from a Normal School of the State of New York, or testimonials of general scholarship equal to that required for a diploma from a Normal School of the State of New York ; and further, he

must present certificate showing seven years' successful experience in school-room work.

AUDITORS.

In addition to those who are candidates for degrees, a third class of students may be enrolled, to be known as the Auditors. To this class may be admitted all such as commend themselves to the Faculty as prepared to receive benefit from the lectures, but such students cannot be candidates for a Degree. They may attend as auditors upon the Senior or Junior lectures as the Faculty may direct, upon payment of ten dollars for *each course* attended, but they shall not be eligible to attend quizzes, seminaria or examinations, and will not be expected to do written work.

SCHOLARSHIPS.

Scholarships are offered upon rules which may be obtained by application to the Dean of the School.

DEGREES.

DOCTOR OF PEDAGOGY.

Each student of the school who has been a member of the Senior Class for two or more years, and a resident student at least one year, will be entitled to the degree of Doctor of Pedagogy upon the following conditions :

I. He must have been credited with attendance upon the required lectures.

II. He must have been credited with attendance upon the required seminaria.

III. He must have passed an examination upon each of the five courses.

IV. He must have presented the prescribed final thesis as defined below and have received approval of the same.

V. He must have presented, upon entering the School, a certificate showing seven years' successful experience in school-room work.

VI. He must have paid the fee of \$25 for each course.

MASTER OF PEDAGOGY.

Each student of the School who has been a member of the Junior Class for one or more years, and a resident student at least one year, will be entitled to the degree of Master of Pedagogy upon the following conditions :

I. He must have been credited with attendance upon the required lectures.

II. He must have passed the examination upon each of the four courses first named.

III. He must present a certificate showing three years' successful experience in school-room work.

IV. He must have paid the fee of ten dollars for each of these courses.

COURSE OF STUDY.

Work required is divided into the following Courses of Study :

I. HISTORY OF EDUCATION.

This includes—

1. Ancient, Mediæval and later history. 2. Special organizations.

II. EDUCATIONAL PSYCHOLOGY, PURE PSYCHOLOGY, AND ETHICS.

This includes—

1. Study of the laws of human thought. 2. The history of the mental growth of the child. 3. The principles of education drawn from these two heads so as to form an acceptable body of educational doctrine.

III. METHODOLOGY, GENERAL AND SPECIAL.

This subject includes—

1. Courses of study. 2. Rules applicable to the presentation of each group of subjects taught in schools. 3. Observation of teaching with criticism. 4. Original investigations concerning methods and devices. 5. Hygienic conditions.

IV. EDUCATIONAL LITERATURE AND CRITICISM.

This subject includes—

1. A Critical study of Standard Educational Classics.
2. Æsthetics in Education.

V. SYSTEMS OF EDUCATION.

This subject includes—

1. The School systems of Europe and America.
2. A study of the relation of education to the State.
3. A critical examination of National and State systems ; of County, City and District systems of this country.

ANNOUNCEMENT 1892-93.

THE following is the assignment of courses for the academic year of 1892-93 :

I.

HISTORY OF TEACHING AND EDUCATIONAL THEORIES.

PROFESSOR ALLEN.

Two Lectures and Discussions before the Junior and Senior Classes each Saturday during the year. Conferences and Recitations five days each week—for both Junior and Senior students—during the year.

II.

EDUCATIONAL PSYCHOLOGY AND PURE PSYCHOLOGY AND ETHICS.

PROFESSOR SHIMER.

Two Lectures and Discussions before the Junior and Senior Classes each Saturday during the year. Conferences and Seminaria five days each week—for both Junior and Senior students—during the year.

III.

METHODOLOGY, GENERAL AND SPECIAL.

PROFESSOR SHAW.

Two Lectures and Discussions before the Junior and Senior Classes—one for Junior students and one for Senior students—each Saturday during the year. Conferences and Recitations five days each week—for both Junior and Senior students—during the year.

IV.

EDUCATIONAL LITERATURE AND CRITICISM.

PROFESSOR THOMPSON.

Two Lectures and Discussions before the Junior and Senior Classes each Saturday during the year.

V.

SYSTEMS OF EDUCATION IN THIS COUNTRY AND
EUROPE.

One Lecture and Discussion, before the Senior Class, each Saturday during the year.

CONFERENCES.

Conferences on the following subjects have been arranged :

1. By PROFESSOR HENRY M. BAIRD, D.D., LL.D.
On the "Teaching of Latin and Greek."
2. By PROFESSOR ISAAC RUSSELL, J.C.D.
On the "Teaching of Political Economy."
3. By PROFESSOR D. W. HERING.
On the "Teaching of Physics."
4. By PROFESSOR STODDARD.
On the "Teaching of the English Language and Literature."
5. By PROFESSOR ISAACS, Ph.D.
On the "Teaching of the Modern Languages."
6. By PRINCIPAL O'NEIL.
On "Manual Training in the Public Schools," with class exercises.
7. By PRINCIPAL A. G. MERWIN.
On "Teaching Grammar."
8. By SUPERINTENDENT BARRINGER, Pd.D., of Newark, N. J.
On "School Government."

These conferences will be held between twelve and one o'clock, and open free of charge to all members of the School of Pedagogy who may wish to attend them. Instruction in these conferences is *not a part of the required work of the School, leading to a degree*. Those who attend them will not be asked to do written work or pass examinations.

ADVANTAGES.

Graduates of colleges or normal schools, and others of equal experience and maturity, will find in this school facilities for the thorough study of higher Pedagogy. Its instruction is upon the same plane as that in the best schools of law, medicine, theology. During the school year of 1891-92 forty teachers who are college graduates, and two hundred and twenty normal school graduates, with others of equal maturity and attainments, have been studying Pedagogy. This is the first time in the history of education that a university has formally established a School of Pedagogy as a professional school, and given pedagogical degrees to graduates of colleges and of normal schools and others of equal attainments. Its work is, *first*, to make its students thoroughly familiar with the history and science of education, methodology, systems of schools, school law, practical administration, and the educational literature of the ages. *Second*, by the seminary method to give that incitement to the highest order of work which comes from the contact of many highly trained minds intent on success toward the same professional ends.

No locality on this continent affords better opportunities for professional study than New York and vicinity. The libraries of New York are large and easily accessible, and her technical schools and museums are the best on the continent.

The Astor Library is near at hand, and open to all students free of expense. Books can be drawn from the Mercantile Library, also near, by the payment of a small annual fee. Arrangements can easily be made with Cooper Union by which its valuable libraries and reading-room can be used, and the University Library is open to the members of the School of Pedagogy free of expense.

The Library of the School of Pedagogy contains all the volumes of Barnard's "Journal of Education" and nearly a

thousand other works of great value to students of educational history, some of them from the private library of Dr. Henry Barnard.

FREE TEXT-BOOKS.

A library of free text-books, containing 1500 volumes, has been provided, for the use of which each member of the School will be asked to pay the fee of fifty cents, but each student will be expected to own one book in each Department, to be designated by the professor.

BOARDING.

Arrangements can be made so that each member of the School will be furnished with good board, including room rent, at a convenient distance from the University Building, at the very low rate of \$6 per week. In some cases students can secure room and board at a less rate by taking a room together. No city in the Union affords better opportunities for reasonable living, on the co-operative plan, than New York and Brooklyn.

PEDAGOGICAL SOCIETY OF THE UNIVERSITY OF THE CITY OF NEW YORK.

During the past year there has been organized by some of the students of the school a pedagogical club, meeting regularly at the University. It is believed that very much may be done to advance the interests of the School of Pedagogy and the general cause of pedagogical progress by a club which would include the active members of the several classes.

The specific purpose of this club is to promote independent discussion of subjects considered in the several courses of the School of Pedagogy, with direct reference to their practical bearings upon class-room work. Co-operation is sought with other educational bodies in efforts to define the appropriate

work of teaching, and secure to the profession of teaching legal and practical recognition. Any person who is duly enrolled in either of the courses of the School of Pedagogy of the University of the City of New York, or who has completed successfully any prescribed course in the School, shall be eligible to membership in the Club.

EXAMINATIONS, THEMES, AND THESES.

RULES FOR EXAMINATIONS.

(*a*) The examinations shall be held during the month of May of each year. (*b*) The duration of each examination will be from three and a half to four hours. (*c*) When an extended written theme of not less than two thousand words, type-written, shall have been presented before the day of examination, it may, at the professor's discretion, be reckoned as covering one half of the time required for examination. Such written work will be considered as a part of the examination exercise. (*d*) The least time devoted in any case to the written examination on the part of a student shall be one and a half hours.

THESIS FOR THE DOCTORATE.

For the degree of Doctor of Pedagogy a Thesis to be known as the "Thesis for the Doctorate in Pedagogy" shall be submitted by the candidate not later than May 1 preceding the commencement at which the conferment of the degree is sought. This Thesis must discuss a subject belonging to the field of one of the courses of study, and must show original treatment, or give evidence of independent research. The Thesis must be accompanied by an analytical table of contents and a bibliography of the subject prefixed to the same. References to authorities must be indicated

clearly in foot-notes. The Thesis must be presented in type-writing, or in a perfectly legible hand on paper of prescribed size, bound together, with the writer's name lettered upon the cover, after a pattern to be seen in the University Reading-Room. The number of words in the Thesis shall not be less than five thousand nor more than ten thousand.

COLLEGE GRADUATES.

College graduates who complete the two courses in Pedagogy outlined in the University catalogue of 1891-92 will be credited with two of the five courses required for the degree of Ph.D., as offered in the GRADUATE DIVISION of the University. Graduate students, candidates for the degree of Ph.D., are not members of the School of Pedagogy, and cannot attend its classes except as Auditors.

SCHOLARSHIPS AND FEES.

SCHOLARSHIPS.

LOUISE HENRIETTE LECLERE SENIOR SCHOLARSHIP.

This scholarship was founded December 20th, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears. Its income, \$125, will be divided among five Seniors, who shall present the best evidence of scholarly work before May, 1893.

FEES.

The fee for instruction is \$25 for the year in each Senior Course, and \$10 for the year in each Junior Course, payable before the first of November. No enrolment is complete until the payment of the required fee is satisfactorily arranged.

TIMES OF CLASSES AND ARRANGEMENT OF WORK.

During the year 1892-93 the programme to be followed will be :

LECTURES.	SEMINARIA.
SATURDAYS :	MONDAYS, TUESDAYS, WEDNESDAYS, THURSDAYS AND FRIDAYS.
10—11.	1. HISTORY. 4 P.M., Juniors. 5 " Seniors.
Senior History of Education. Junior Educational Psychology. Senior Methodology. Junior Educational Classics.	2. PSYCHOLOGY. 4 P.M., Seniors. 5 " Juniors.
11—12.	3. METHODOLOGY. 4 P.M., Juniors. 5 " Seniors.
Junior History of Education. Senior Psychology. Junior Methodology. Senior Educational Classics.	

This order will be continued with such modifications as may be announced.

PUBLIC EXERCISES.

The School of Pedagogy will hold public exercises in the Church adjoining the University on the south, September 24th, at 11 A.M. Immediately after the close of these exercises all who expect to enter the school will meet in the Chapel of the University, when full explanations as to work and requirements for the year will be made.

School work for the year 1892-93 will commence in the chapel of the University October 1, at 10 A.M.

PRIVATE INSTRUCTION.

In addition to the regular teaching in the prescribed work, private courses in special branches may be given by members of the Faculty to advanced students and graduates. These courses are entirely optional with the students, and do not affect their standing, or receive public recognition.

FACULTY RECITATIONS.

Regular recitations are held each day in the week at four and five p.m., except Saturdays, by Professors Allen and Shimer and Shaw, or their assistants, upon the subjects lectured upon by them on each previous Saturday.

These Recitations serve to explain difficult or obscure points not appreciated by the students, and to give their studies a practical direction. They serve also as an indication of the fidelity with which students are prosecuting their work. These Recitations will follow assigned readings, and the students are encouraged to ask questions regarding any topics which they do not clearly understand.

Inquiries from students seeking admission to the School of Pedagogy may be addressed to Professor Jerome Allen, Dean, University of the City of New York, Washington Square, New York City. All inquiries from college graduates or requests for University catalogues may be addressed to

Chancellor HENRY M. MACCRACKEN,

University, Washington Square,

New York City.

New York University School of Pedagogy

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ANNOUNCEMENTS FOR THE ELEVENTH YEAR,
BEGINNING SEPTEMBER 26, 1900,
AND ENDING MAY 18, 1901

WASHINGTON SQUARE, NEW YORK CITY

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Calendar, 1900-1901

1900.		
Sept. 26,	Wednesday,	Enrollment, Formal Opening, 4.30 P.M.
Sept. 27,	Thursday,	Lectures begin.
Nov. 29-Dec. 1,	Thurs. to Sat., inclusive,	Thanksgiving Recess.
Dec. 22,	Saturday,	Christmas Recess begins, 1.15 P.M.
1901.		
Jan. 2,	Wednesday,	Lectures begin.
Feb. 12,	Tuesday,	Lincoln's Birthday.
Feb. 22,	Friday,	Washington's Birthday,
March 30,	Saturday,	Spring Recess begins, 1.15 P.M.
April 1,	Monday,	Theses for Doctorate due.
April 8,	Monday,	Lectures begin.
May 13-18,	Monday to Saturday,	Final Examinations.
May 20, 21,	Monday and Tuesday,	Final Examination for candidates for Doctor's degree.
June 6,	Thursday,	COMMENCEMENT.

Term and Vacations

The year begins on Wednesday, September 26, 1900, and ends on Saturday, May 18, 1901. Lectures are given and seminaries conducted from Mondays to Saturdays inclusive, but are intermitted on all legal holidays falling within the scholastic year, and also for a week at Christmas and New Year's, and a week in the spring.

Faculty

HENRY M. MACCRACKEN, D.D., LL.D.,
Chancellor.

EDWARD R. SHAW, PH.B., PH.D.,
Dean of the Faculty ; Professor of the Institutes of Pedagogy.

SAMUEL WEIR, B.A., PH.D.,
Professor of the History of Education, and of Ethics.

EDWARD FRANKLIN BUCHNER, A.B., PH.D.,
Professor of Analytical Psychology.

CHARLES HUBBARD JUDD, B.A., PH.D.,
Professor of Physiological and Experimental Psychology.

FREDERICK MONTESER, PH.D., PD.D.,
*Lecturer on Comparative Study of National School Systems and on
Sociology in Relation to Education.*

LINNAEUS EDFORD LA FÉTRA, B.A., M.D.,
Lecturer on Physiological Pedagogics.

LESLIE J. TOMPKINS, M.S., LL.M.,
Registrar.

FRANCES M. WOODWARD,
Assistant in the Library.

GENERAL STATEMENT

The conception of a School of Pedagogy, for graduate work, instituted as an organic part of the University, and equal in rank to other professional schools, originated in the request of several mature teachers for instruction in higher pedagogy. After a satisfactory preliminary test, continuing for four years, of the practicability of this idea, the School of Pedagogy of New York University was established by the University Council on March 3, 1890.

Aim

The aim of the School of Pedagogy is to furnish thorough and complete professional training for teachers. For this purpose it brings together all that bears upon pedagogy from the history of education, from analytical, experimental and physiological psychology, from the science of medicine, from ethics, from philosophy, from æsthetics, from sociology, from the principles and art of teaching, and from a comparative study of different national systems of education. It unifies this knowledge into a body of pedagogical doctrine, and points out its application to the practical work of the educator.

The plan of the institution places it upon the same basis as that of the best schools of law, medicine, and theology. The work is of distinctively university grade, and graduates of colleges and normal schools, and others of equal experience and maturity, will find in this school opportunity for the thorough study of higher Pedagogy.

The University appropriately marks the successful completion of required work by the conferment of the degrees of Master and Doctor of Pedagogy.

Location and Facilities for Instruction

The School of Pedagogy now occupies the entire ninth floor of the new University Building on Washington Square, East. The entrance to the rooms of the School is at the north end of the building, on Waverly Place. Twenty-two rooms are provided for the offices, the library and reading-room, lecture and assembly rooms, the psychological laboratory, etc. By means of a generous gift made for the purpose by a friend of the University, one room, overlooking Washington Square, has been beautifully decorated and furnished, and is set apart as a social room for the uses of the students.

The greatest care has been taken in securing the best light and ventilation for the rooms occupied by the school. The outlook from the windows commands a view of a large part of the metropolis and the neighboring cities of New Jersey. The building is made the headquarters of several organizations of teachers—the Society for the Comparative Study of Pedagogy, the Alumni Association of Doctors of Pedagogy, the New York Council of Education, and the Society for the Discussion of Practical School Problems.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are being constantly added.

The Astor Library, 283,000 volumes, is within three minutes' walk of the University Building. The Library of the Academy of Medicine contains among its large collection many valuable books necessary in pedagogical study and research, and to be found in no other library of the city. These great libraries are open free to all students of the School.

Matriculation

(a) Graduates of recognized Colleges of Arts and Science are matriculated on presentation of their diplomas.

(b) Graduates of State Normal Schools, higher course, and of certain approved institutions of high standing may be matriculated.

Students applying for matriculation under clause (b) must present with their application a detailed statement of their academic and professional training.

SPECIAL STUDENTS

In addition to those who are matriculated, a second class of students may be enrolled. To this class may be admitted all such as commend themselves to the Faculty as prepared to receive benefit from the lectures, but such students can not be candidates for a degree. They may attend the lectures and seminaries as the Faculty may direct, upon payment of the regular fee for *each course* attended, and are entitled to receive a certificate from the professor in charge for the work which they may successfully accomplish.

Directions for Registration

Students wishing to enroll in the School of Pedagogy will obtain an enrollment card from the Registrar, which must be presented to each

professor, whose courses are elected, for his signature. This card must then be taken to the Secretary of the Faculty and a registration blank filled out.

Students should reach New York several days before the opening of the School, in order to place themselves comfortably before the lectures begin.

The formal opening of the School will be held on Wednesday, September 26, at 4.30 P.M., at which all students are expected to be present.

The Dean will be at his office on and after September 22d, from 10 A.M. to 5 P.M., to meet entering students and to consult with them in regard to the election of courses.

Applicants for admission to the School will address

PROFESSOR EDWARD R. SHAW, PH.D.,
Dean of the Faculty of Pedagogy,
University Building, Washington Square,
New York City.

Fees

An enrollment fee of \$5 is payable upon the selection of courses and the filling out of the enrollment blank ; but this sum is refunded to the student upon payment of the fee for instruction.

The fee for instruction is \$25 for the year in each Major course, \$15 for the year in each Minor course of two hours a week, \$10 for each Minor course of one hour a week, and \$5 for each seminar course of half a year, payable before the 1st day of December. All fees are to be paid to the Registrar of the University, and no registration is complete until the payment of the required fee is made.

Living Expenses

Students can obtain good board, including room, for \$6 and upward per week, conveniently near the University Building.

Inquiries with reference to board may be sent to Mrs. J. Lowrie Bell, Chairman of Home Committee, School of Pedagogy, Washington Square, New York City.

Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500, founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD SCHOLARSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE HELEN DAY GOULD SCHOLARSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN SCHOLARSHIP of \$5,000, and THE SOUTHWESTERN SCHOLARSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Scholarship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Scholarship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHPROP SCHOLARSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 scholarships is intended to yield to the holder \$250 a year; the \$4,000 scholarship, \$200 a year. By special act of the University, each endowed scholarship includes free tuition during the year of appointment, beginning in 1900-1901. Each of the other scholarships yields to the holder of the same the cost of tuition for one year. A statement of the conditions upon which scholarships are awarded will be mailed on request. Those intending to become candidates for scholarships should first write for a statement of these conditions. Candidates for any one of these scholarships should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than Sept. 1.

Boards of Trustees and Superintendents of schools desiring information concerning teachers well equipped in Pedagogy and cognate subjects for colleges, normal schools, training schools, or principals and supervisors for public schools, are invited to communicate with the Dean.

OUTLINE OF INSTRUCTION

The program of studies offered by the School of Pedagogy comprises fourteen courses. Of these, four are major courses, requiring four hours a week, and the remainder are minor courses of one and two hours a week. Courses I, II, III, IV, V, VI, VII, VIII, IX, and X are required, and courses XI, XII, XIII, and XIV are elective, and are marked by an asterisk. (For requirements for degrees, see page 17.) The program requires two years of resident study for completion.

The student must have successfully completed the courses of the first year before entering upon the work of the second year.

When special circumstances make such procedure advisable, a student may be permitted, with the approval of the Faculty, to select courses from the First and the Second year, in part from each.

FIRST YEAR

I. History of Education

This course aims to give a complete survey of the history of education as related to social ideals and conditions and to the progress of philosophic thought. It deals not only with pedagogical theory, but it also treats of the provisions actually made for the education of the children and youth, and of the methods of instruction employed.

The course begins with a brief account of the early oriental civilizations and of the intellectual attainments of the early historic nations. It passes then to the history of Greek and Roman education, which is introduced by a résumé of the social organization and of the social and moral progress of Greece and Rome.

The changes in moral ideals, in the estimation of moral values, and in educational aims, which resulted from the introduction of Christianity, are next discussed as an introduction to the history of education in the first centuries of the Christian era.

The general characteristics of the Dark Ages, following the migration and settlement of the Germanic tribes, are pointed out and the educational reforms of Charlemagne, Alcuin, and Alfred the Great are reviewed.

The history of education in the Middle Ages includes an account of Scholasticism and of the leading Scholastics, of the influence of Mohammedanism, and of the rise and early history of the medieval universities.

The rise of Humanism, the spread of Humanism in the schools and universities, the effect of the Reformation on education, the work of the Jesuits and of other teaching societies, with an account of the chief educators and educational writers of the period, form the first division in the history of modern European education.

This is followed by an account of the progress of philosophic thought in the seventeenth and eighteenth centuries, the development of philosophic theories of society and of education, and the consequent changes in organization and method. The relation of educational theory, and of proposed or attempted educational reforms to social conditions and needs, is especially emphasized.

The increased interest of the State in the education of children at the end of the eighteenth, and at the beginning of the nineteenth century, forms the introduction to another important division of the history. Here national interests begin to differentiate educational aims and organization. From this time the course proceeds mainly on the lines of national development, excepting where some reformer or educational writer affects the progress of pedagogy beyond the lines of international boundaries.

Professor Weir.

4 hours a week.

II. Physiological and Experimental Psychology

The course opens with a study of the physiological conditions of mental life. First, the structure and functions of the central nervous system are treated with special attention to the interdependence of the various centers and to the general principles of organized activity. The peripheral nervous system is then taken up in connection with the classification of the sensations and a critical discussion of the hypotheses which attempt to explain the relation between sensation qualities and their physical conditions.

Sensation intensities, the psycho-physical methods, and Weber's law constitute the topics of study in the second part of the course. These are followed by experiments on movements, and a discussion of expression as a condition of mental life.

Percepts, as the simplest forms of mental activity, are subjected to a thorough analysis. The spatial and temporal attributes of these percepts are treated experimentally, and the general principles of mental activity thus discovered are discussed with reference to their relation to the higher mental processes.

The methods applicable to the investigation of the higher mental processes are taken up and the results of the work already carried out by means of these methods reviewed. Such methods are those deal-

ing with the duration of mental processes, *i. e.*, reaction time experiments, those depending on the completeness of the processes, *i. e.*, memory methods, methods for the study of habit, fatigue, attention, degree of mental development, etc., statistical methods and the methods of treating the problems of social psychology.

The course consists of lectures, demonstration, and laboratory exercises. The aim is to enable the student to deal critically with the results of investigations reported in current psychological and pedagogical literature, to carry on original researches in these lines, and to recognize the possible scope of such experimental researches and their applications. To this end the laboratory is opened to the class for frequent exercises. Selected experiments are performed by the students and the results recorded in laboratory books.

The psychological laboratory occupies five rooms, and is supplied with the apparatus necessary for the course described. It is also equipped with special apparatus for the investigation of questions which have a direct bearing on pedagogical problems.

Professor Judd.

4 hours a week.

III. Analytical Psychology

This course undertakes a thorough and systematic study of the functions and phenomena of consciousness from the scientific point of view, with the specific aim of giving the student a working conception of the human mind, derived from the results of introspective and experimental investigations. The nature of psychological science and its methods, the ascertainment of the elements of consciousness by a thorough analysis, and an explanation of the laws controlling the various forms of mental development, constitute the topical outlines of study.

The conclusions of psychological science are given a general, historical, and philosophical interpretation in one direction, and a special, practical, and theoretical application to pedagogy in the other. The conception and the problems of education and the training of the human individual are constantly regarded in the light of the facts of psychological development as supplying the data for their solution. The latter part of the course deals synthetically with the psychical elements involved in the pursuit of studies, and attempts to determine, with the aid of genetic interpretations, the relative culture values of the typical contents of the curriculum as summarizing human development.

The lectures, one hour weekly, proceed upon the basis of some treatise on psychology, selected as a suitable text at the beginning of

the year, and are supplemented in the three remaining hours by a critical comparison of the views of the leading modern authorities. Each student is expected to select some psychologist and to be responsible for a presentation of the views of that author, in the class. The discussions are also aided by papers on various themes written by members of the class, and by reports from the periodical contributions to psychological literature.

Professor Buchner.

4 hours a week.

IV. History of Ancient and Medieval Philosophy

This course consists of a brief historical survey and critical exposition of the principal problems and conceptions of philosophy from the beginnings of Greek philosophic speculation to the Renaissance. Its aim is to cultivate the critical reflection of the student as well as to acquaint him with the development of philosophic thought during this period in its relation to the progress of culture in general and of educational theory and practice in particular.

Professor Weir.

1 hour a week.

V. Elements of Pedagogy

This course begins with a discussion of the principles of teaching which should be employed in order to make the fullest appeal to the self-activity of the child, and then points out the application of these principles in the teaching of subjects in the elementary school. The orderly and pedagogical steps to be followed in teaching Arithmetic, Reading, Spelling, Writing, Form, Geometry, Geography, Drawing, Nature Study, History, Literature, Physiology, and Manual Work are presented. The co-ordination of these subjects is considered, and the interrelation of the different groups of studies, as well as the interrelation of the studies of the same group, are definitely traced. Students in this course are required to make observation in the School of Application, as well as in other schools, and to give frequent lessons. The plans and presentation of these lessons are fully and freely discussed in order to develop the inventive, directive, and critical powers of the student.

The course is planned in order to give those intending to become principals of training-schools, teachers of method, and critic teachers the most extended opportunity for equipment for work in those fields of teaching.

Professor Shaw.

2 hours a week.

SECOND YEAR

VI. Physiological Pedagogics—The Relation of Medicine to Pedagogy

Anatomy and physiology of the digestive and excretive tissues; the neuro-muscular system. The physiology of growth and development, and its relation to the education of children and adolescents. The nature and effects of physical training. Fatigue and its manifestations. Anthropometrical measurements. Tendencies to special diseases—inherited and acquired. The diseases of mal-nutrition. Postures. Deformities caused at school. The nervous diseases of development. Training of the mentally deficient. Diseases of the eye and ear, with tests to ascertain defects of vision and hearing. Infectious diseases, their nature and propagation. Means of preventing disease. Disinfection. School hygiene, sanitation, etc. In this course the physiological side of child study is emphasized.

Dr. La Fétra.

1 hour a week.

VII. History of Modern Philosophy

This course treats of the history of philosophy from the Renaissance to the present time. It deals chiefly with the leading tendencies, systems and schools of speculative thought in this period, and of their relation to the progress of science and education.

Admission to this course is conditioned upon the completion of Course IV.

Professor Weir.

1 hour a week.

VIII. Institutes of Pedagogy

This course is comprised under the following heads: 1. An examination of the commonly accepted principles and maxims of education to determine their scope and limitations. 2. A study of Apperception with special reference to its pedagogical applications. 3. Motor education; its correlation with the various branches of study. 4. Habits. 5. The education values of the different subjects of study, and to what degree these values depend upon mode of presentation. 6. The correlation, co-ordination, and interrelation of studies. 7. Interest and its criteria. 8. Adolescence. 9. The heuristic method. 10. Derived principles of method. 11. Application of these in the teaching of subjects in elementary and secondary schools, with required presentation of lessons for criticism and discussion. 12. The literature of systematic pedagogy.

During the year students will visit certain schools of high rank in New York City and vicinity for observation and study.

The work in this course will be by lectures and seminary discussion. Opportunity will be afforded for special study of the teaching of a chosen subject.

Professor Shaw.

4 hours a week.

IX. Ethics

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight.

The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

Professor Weir.

1 hour a week.

X. School Equipment, Organization and Management

1. School buildings, grounds, lighting, heating, ventilation, furniture, sanitation, apparatus, and equipment, discussed with reference to the best standards and the reasons which determine these. The practical application of these standards. Students will be required to make tests of ventilation in certain accessible schools, determining by means of the anemometer the number of cubic feet of air entering the room per minute for each pupil, the number of cubic feet passing out, the temperature and humidity of the air of the room, the impurity as denoted by the proportionate amount of carbonic acid gas present. 2. A study of the course of instruction, methods of teaching, working directions, grading, management, and administration of a system of schools. The study will be made by visits of observation, by written reports, and by discussions.

Many towns and small cities lie close to New York, affording favorable opportunities for this study.

Professor Shaw.

1 hour a week.

*XI. Comparative Study of National School Systems

Historical and descriptive study of the national systems of education of Germany, France, and England, with reference to the social, political, and ecclesiastical conditions of those countries. The principal topics considered are: The relation of Church and State to the problem of popular education. School administration and supervision. The training and status of teachers. Character and scope of ele-

mentary education. Recent reforms in secondary education. Education of women. Technical, commercial, and industrial education. Higher education.

The work is carried on by lectures, supplemented by independent investigations on the part of the students. Each member of the class is expected either to investigate the school system of some country not mentioned above, or to make a careful comparative study of some special topic with reference to the three countries mentioned above.

As the comparison between American and foreign educational conditions and problems is kept in view throughout the course, the students should be familiar with the general state of education in this country.

(This course is omitted in 1900-1901.)

Dr. Monteser.

1 hour a week.

XII. *Æsthetics in Relation to Education

The instruction in this course is carried forward in a threefold way: the first part presents the physiological and psychological elements and conditions for the development of the æsthetical feelings and judgments; the second part gives an historical survey of the more important æsthetical theories; the concluding lectures consider the relation of æsthetical development and of art to education and its problems.

(This course is omitted in 1900-1901.)

XIII. *Sociology in Relation to Education

The aim of this course is to lead the student to view society as a vast and complex organism, to study in a general way its structure and functions, and to see the relation of education to the other great divisions of social activity.

Some of the chief topics treated are: The need of a social science, especially from the teacher's point of view. Preparation for such a science. The school a social institution. The organic concept of society. In what sense may the school be called an organism? The family as the primary social group, its history, functions, and pathology. Social aggregates. Structural significance of the public school system. The school as a social communicating apparatus. Its relation with the other communicating channels, as the press, public platform, etc. Social psychology. Social reforms. Care of the abnormal, dependent, and delinquent classes, with special reference to the treatment of children.

Throughout the course the observation of the student's own social environment is stimulated, and history, as well as current events, is

largely drawn upon for illustrations, with a view to giving the student a clear and concrete grasp of the fundamental principles of the science.

Dr. Monteser.

1 hour a week.

***XIV. Genetic Psychology**

This course aims to present the methods and results of psychological study of animals, primitive races, and children. The principles of development to be discovered by such a comparative treatment will not be directly applicable to the child as a part of a social organization, but it is believed that the study will be freed from many of the embarrassing complications which attend the effort to derive genetic principles from a study of the child in a highly developed social environment.

Professor Judd.

1 hour a week.

Seminaries

In this group, courses are offered which are designed to afford graduates who wish to continue their studies, and other specially qualified students, an opportunity for making original historical or scientific researches and surveys of practical applications. Subjects of special interest and value, varying from year to year, will be investigated in weekly conferences, in which the instructor and students alike assume the attitude of investigators in the respective courses. The selection of these topics will depend in part upon the interests of the students desiring to do such special work, and will be determined in part by the trend of educational thought. Admission to these courses, which are not specifically credited in making up the requirements for a degree, is determined by the professor in charge of the Seminary. In any case where the number of students is small, a seminary may be withdrawn upon the option of the professor.

The following seminars are announced for 1900-1901:

XV. A Critical Study of Kindergarten Activities.

Professor Shaw.

October to January.

XVI. Sources of the History of Education in the United States.

Professor Weir.

January to May.

XVII. The Psychology of Language and its Educational Applications.

Professor Buchner.

October to January.

XVIII. The Practical Applications of the Psychology of Expressional Activities.

Professor Judd.

January to May.

Examinations

The annual examinations are held during the month of May. The examinations are written, and last from three to four hours, according to the subject.

Thesis for the Doctorate

For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," shall be delivered to the Secretary of the Faculty *not later than April 1* preceding the Commencement at which the conferment of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval, before the third Saturday of October of the same academical year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern to be seen in the School of Pedagogy Library.

Degrees

Doctor of Pedagogy

The degree of Doctor of Pedagogy will be conferred upon a student who has met the following conditions :

I. He must have been credited with attendance upon the required lectures and examinations.

II. He must have successfully completed the required Major and Minor courses and one elective course.

III. He must have presented the prescribed thesis, and have received approval of the same.

IV. He must either have presented a certificate showing three years' successful experience in schoolroom work, or he must have taught two years under the direction of the Faculty, and with such success as to receive its approval.

V. He must have paid the required fees.

Master of Pedagogy

The degree of Master of Pedagogy will be conferred upon a student who has met the following conditions :

I. He must have been credited with attendance upon the required lectures and examinations.

II. He must have successfully completed the courses of the first year.

III. He must either have presented a certificate showing two years' successful experience in teaching, or he must have taught one year under the direction of the Faculty, and with such success as to receive its approval.

IV. He must have paid the required fees.

Schedule of Lectures and Seminars, 1900-1901

HOURS	2.45—3.45	3.45—4.45	4.45—5.45
Monday.....	II. Experimental Psychology. Section A.	III. Analytical Psychology.*	I. History of Education. II. Experimental Psychology. Section B. VIII. <i>Institutes of Pedagogy.</i>
Tuesday.....	II. Experimental Psychology. Section A.	IV. History of Ancient and Medieval Philosophy.	I. History of Education. II. Experimental Psychology. Section B. VIII. <i>Institutes of Pedagogy.</i>
Wednesday.....	II. Experimental Psychology. Section A.	III. Analytical Psychology.* VII. <i>History of Modern Philosophy.</i>	I. History of Education. II. Experimental Psychology. Section B. VIII. <i>Institutes of Pedagogy.</i>
Thursday.....	II. Experimental Psychology. Section A.		V. Elements of Pedagogy.
Friday.....		III. Analytical Psychology.*	I. History of Education. VIII. <i>Institutes of Pedagogy.</i>
HOURS	9.15—10.15	10.15—11.15	11.15—12.15
Saturday.....	VI. <i>Physiological Pedagogics.</i>	III. Analytical Psychology. IX. <i>Ethics.</i>	II. Experimental Psychology. Section B. X. <i>School Organization.</i>
			V. Elements of Pedagogy XII. <i>Aesthetics.</i> XIII. <i>Sociology.</i> XIV. <i>Genetic Psychology.</i>

* A Second Division in Course III, Analytical Psychology, to meet at 4.45-5.45 P.M., will be organized in 1900-1901.
Second year courses are printed in italics.

Degrees Conferred, 1899

DOCTORS OF PEDAGOGY

*Elizabeth Dancy Battle.....	Tarboro, N. C.
John Dwyer.....	New York City
Daniel Thomas Edwards	Durham, N. C.
Waite Almon Shoemaker.....	St. Cloud, Minn.
Edwin Lewis Stephens.....	Natchitoches, La.

MASTERS OF PEDAGOGY

Charles Montgomery Babcock.....	New York City
Leander Bartlett Bigelow.....	New York City
Margaret Abernethy Brewer.....	Oakland, Cal.
John King Clark	New York City
Bernard Cronson.....	New York City
Samuel Friedman	New York City
Rosalie Heggi.....	New York City
Ella Keith.....	New York City
Mary Stewart Kennedy.....	New York City
Carrie Elizabeth Krowl.....	New York City
Alfred William Mueser.....	New York City
Hugo Newman.....	New York City
Anna Sophia Runnie.....	Cyrus, Minn.
Jerohn Joseph Savitz.....	Boonton, N. J.
Estella Sternglanz.....	New York City
Henrietta Sternglanz.....	New York City

* Died November 9, 1899.

Roll of Students

- Cecilia Adler.....New York City
New York City Normal College, 1883.
- Martha Adler.....New York City
New York City Normal College, B.A., 1894.
- Irene May Aitken.....Brooklyn, N. Y.
New York City Normal College, 1886.
- Margaret Aitken.....Johnstown, N. Y.
State Normal College, Albany, N. Y., 1895.
- Joseph Altman.....Newark, N. J.
New York University College, 1900.
- Emily Amelia Arnold.....New York City
New York City Normal College, 1893.
- Samuel Ayers.....New York City
New York University, M.D., 1867.
- Charles Montgomery BabcockNew York City
State Normal School, Albany, N. Y., 1886; New York University,
Pd.M., 1899.
- William Frederick Babcock.....Paterson, N. J.
State Normal School, Bridgewater, Mass., 1894; New York Uni-
versity, Pd.M., 1898.
- Margaret Ellen Bacon.....New York City
New York City Normal College, 1881.
- Franklin BarberFort Edward, N. Y.
Wesleyan University (Conn.), A.B., 1893; A.M., 1897.
- Samuel Barit.....New York City
College of the City of New York, B.A., 1896.
- Lottie Barwick.....New York City
New York City Normal College, 1891.
- Anna Gartelette Bauer.....New York City
Normal College, Hanover, Germany, 1877.
- *Cora Bell Beaumont.....Rushford, N. Y.
State Normal School, Geneseo, N. Y., 1891.
- *Lulu Elizabeth Beck.....New York City
- Mary Catherine Bergen.....New York City
New York City Normal College, 1876.

- Agnes Milliken Blakely.....East Orange, N. J.
State Normal School, Albany, N. Y., 1892.
- Lucy Ripley Bliss..... Brooklyn, N. Y.
Bucknell University, B.A., 1880; M.A., 1895.
- Clara Blum.....New York City
New York City Normal College, 1892.
- Harriet Blum.....New York City
New York City Normal College, 1889.
- Eric Bostroem.....New York City
New York University, A.B., 1896; M.A., 1898.
- *Mary Elliot Bowman..... Flushing, N. Y.
State Normal School, Oswego, N. Y., 1897.
- Adolph Mier Brinkenhoff.... New York City
Liban Nicolai Gymnasium, Russia, 1888.
- John James Burke.....New York City
College of the City of New York, A.B., 1895.
- Florence Agard Burlingame.....Clinton, Minn.
State Normal School, St. Cloud, Minn., 1896.
- Henrietta Burns.....Yonkers, N. Y.
Rutgers Female College, B.A., 1894.
- Harold Edgar Butterick.....Brooklyn, N. Y.
Yale University, B.A., 1895.
- Olinda Anne Camp..... New York City
New York City Normal College, 1887.
- James Thomas Carey.....New York City
Manhattan College, A.B., 1873; A.M., 1878.
- Edward Peter Carroll.....New York City
College of the City of New York, B.S., 1881.
- Thomas Clyde Cheney..... Mystic, Conn.
Hamilton College, A.B., 1899.
- *Jessie Isabel Cheyne..... Paterson, N. J.
- Conrad Matthew Christianson.....Sioux Falls, S. D.
Luther College, Iowa, B.A., 1881; State Normal School, St. Cloud,
Minn., 1887.
- Barbara Elizabeth Chudoba.....New York City
New York City Normal College, 1893.
- John King Clark.....New York City
New York University, Pd.M., 1899.

- Julia Clemons.....New York City
New York City Normal College, 1872.
- Agnes Clift.....Long Island City, N. Y.
New York City Normal College, 1875.
- *Margaret Cody.....Winfield, N. Y.
- Margaret Elizabeth Cody.....New York City
New York City Normal College, 1876.
- Pitt Payson ColgroveSt. Cloud, Minn.
State Normal School, St. Cloud, Minn., 1893.
- Fannie Loretta Conboy.....New York City
New York City Normal College, 1876.
- Mary Anna Conlon.....New Rochelle, N. Y.
New York City Normal College, 1888.
- Edna Willmot Connolly.....New York City
New York City Normal College, 1895.
- *Laurette Coshland.....New York City
- Charlotte Augusta CoxBrooklyn, N. Y.
State Normal School, Trenton, N. J., 1882.
- Martin Luther Cox.....Newark, N. J.
New York University, Pd.M., 1897.
- Mary Margaret Cummings.....New York City
New York City Normal College, 1877.
- Annie Elizabeth Cunningham.....New York City
New York City Normal College, 1881.
- Michael James DaleyNew York City
Holy Cross College, A.B., 1895.
- John Francis Daly.....Brooklyn, N. Y.
St. John's College, B.A., 1894.
- David Davidson.....New York City
Rabbinical Seminary, Germany, 1876.
- *Mary Hannah Davies.....Jersey City, N. J.
- Margaret Maria Dean.....New York City
New York City Normal College, 1877.
- *James Jerome Dennerlein....Fordham, N. Y.
- Bernard Joseph Devlin.....New York City
College of the City of New York, A.B., 1888; St. Francis Xavier,
M.A., 1893; New York University, Pd.M., 1898.
- Mary Haverty Dobson.....New Brighton, N. Y.
New York City Normal College, 1872.

- Mary Cuddihy Donohue.....New York City
New York City Normal College, 1887.
- Lizzie Isabel Dowling.....New York City
New York City Normal College, 1886.
- John Dwyer.New York City
State Normal School, Albany, N. Y., 1879; New York University,
Pd.M., 1897; Pd.D., 1899.
- Thornton Earle.....New York City
College of the City of New York, B.S., 1892; New York University,
LL.B., 1896.
- *Anne Jane FarleyNew York City
- *Margaret Jeane Fitzgerald.....Brooklyn, N. Y.
- Arthur Cary Fleshman.....Bagdad, Ky.
Normal University, Lebanon, Ohio, B.S., 1883; M.S., 1891.
- Mary Elizabeth Flynn.....New York City
New York City Normal College, 1877.
- Solomon Wordsworth FoxNew York City
College of the City of New York, A.B., 1897.
- Emma Jane Fuller.Potsdam, N. Y.
Potsdam Normal School, 1873.
- Carrie Josephine Gaddis.....Jersey City, N. J.
New York City Normal College, 1889.
- Christina Gautier.....Jamaica, N. Y.
- Duncan MacPherson Genns.....Woodhaven, N. Y.
New York University College, 1900.
- Joseph Gill, Jr.....New York City
College of the City of New York, B.A., 1883.
- Caroline Rose Gipner.....New York City
New York City Normal College, 1887.
- Pauline Goerlick.....Stapleton, N. Y.
New York City Normal College, 1886.
- Israel Edwin GoldwasserNew York City
College of the City of New York, B.S., 1897.
- George GombartsNew York City
College of the City of New York, A.B., 1897.
- Arthur Treat Gorton.....New York City
New York University, B.S., 1891.
- *Emily Augusta Green.....Elizabeth, N. J.
- Julia Adelaide Green.....Long Island City, N. Y.

- Samuel William GreenbaumNew York City
College of the City of New York, A.B., 1894; New York University
and Bellevue Hospital Medical College, M.D., 1899.
- *Chauncey Delos Greene.....Closter, N. J.
- Sarah Greer.....New York City
New York City Normal College, 1877.
- Mary Elizabeth Guirey.....Chicago, Ill.
New York University, Pd.M., 1897.
- Ada Van Stone Harris.....Newark, N. J.
State Normal School, Albany, N. Y., 1881.
- Theresa Harris.....New York City
New York City Normal College, 1895.
- Elizabeth Haverty.....New Brighton, N. Y.
New York City Normal College, 1880.
- Rosalie Heggi.....New York City
New York City Normal College, 1879; New York University,
Pd.M., 1899.
- Catherine Helion.....New York City
New York City Normal College, 1887.
- Phil Harold Hembdt.....Carmel, N. Y.
State Normal School, Cortland, N. Y., 1896.
- William Jory Henwood.....New York City
College of the City of New York, B.A., 1892.
- Emma Hertel.....Brooklyn, N. Y.
New York City Normal College, 1888.
- Catherine Regina Hickey.....Laurel Hill, N. Y.
New York City Normal College, 1880.
- John Augustine Higgins..New York City
St. Francis Xavier College, B.A., 1893; A.M., 1895.
- Alfred Louis Hoffmann.....New York City
College of the City of New York, A.B., 1891; New York University,
LL.B., 1896.
- Samuel HoffmanNew York City
College of the City of New York, A.B., 1896; New York University,
LL.B., 1898.
- Charles Canon Holden.....Mamaroneck, N. Y.
State Normal School, Brockport, N. Y., 1876; New York University,
Pd.M., 1898.
- *Charles De Forest Hoxie.....Yonkers, N. Y.

- Jean Carr HustonCorona, N. Y.
New York University, Pd.M., 1895.
- Alice Jackson.....New York City
New York City Normal College, 1884.
- May Jackson.....New York City
New York City Normal College, 1888.
- Stephen Jenkins.....Mount Vernon, N. Y.
United States Naval Academy, Annapolis, 1876.
- Olivia Mary Jones.....New York City
New York City Normal College, 1890.
- Margaret C. Keddle.....New York City
New York City Normal College, 1874.
- Albert James Keene.....Brooklyn, N. Y.
New York University College, 1900.
- Jennie Clara Keene.....Brooklyn, N. Y.
- Daniel Philip Keener.....Boonton, N. J.
State Normal School, East Stroudsburg, Pa., 1899.
- Ella Keith.....New York City
New York City Normal College, 1889; New York University.
Pd.M., 1899.
- Harriet Hopkins Keith.....New York City
New York City Normal College, B.S., 1886; Pd.B., 1895.
- Mary Stewart KennedyNew York City
New York University, Pd.M., 1899.
- Mary Elizabeth Kerrigan.....New York City
New York University, Pd.M., 1896.
- Josephine Knakal.....New York City
New York City Normal College, 1894.
- Margaret Knox.....New York City
New York City Normal College, 1885.
- Mary Deane Knox.....Bedford Park, N. Y.
New York City Normal College, 1892.
- William Adolph Kottman.....New York City
College of the City of New York, B.S., 1886; Columbia University,
LL.B., 1889.
- Carrie Elizabeth Krowl.....New York City
New York City Normal College, 1887; New York University,
Pd.M., 1899.

- Sidonie Wilhelmine Krüger Mount Vernon, N. Y.
New York City Normal College, B.A., 1895.
- S. Marion Lenher..... Elizabeth, N. J.
New York University, Pd.M., 1897.
- Ida Babette Lindheimer New York City
New York City Normal College, 1875.
- Anna Maria Lloyd..... New York City
New York City Normal College, 1887.
- Lizzie Adele Long..... New York City
New York City Normal College, 1882.
- Elizabeth Lounsbury..... West Farms, N. Y.
New York City Normal College, 1896.
- Fred Charles Macdonald..... Paterson, N. J.
New York University College, 1900.
- Helen P. MacGuire New Brighton, N. Y.
State Normal College, Albany, N. Y., Pd.B., 1892.
- Cornelia Eliza MacMullan..... South Orange, N. J.
State Normal School, West Chester, Pa., 1893.
- Mary Frances Maguire..... New York City
New York City Normal College, 1886.
- Mary Beatrice Mahoney..... New York City
New York City Normal College, 1883.
- Louise Mahr..... Brooklyn, N. Y.
New York City Normal College, 1880.
- Elizabeth Eugenie Mallon..... New York City
New York City Normal College, 1887.
- *Frances Estelle Martin..... Newark, N. J.
- *Mary Axford Martin..... Newark, N. J.
- Louis Julius Marx..... New York City
College of the City of New York, B.A., 1891.
- Olga Marx New York City
New York City Normal College, B.A., 1899.
- Anna Imelda Mathews New York City
New York City Normal College, 1894.
- Kittie Fidelis McCarthy..... Brooklyn, N. Y.
New York City Normal College, 1886.
- Mary Agnes McCarthy..... New York City
New York City Normal College, 1886; New York University,
Pd.M., 1898.

- Kate McKee..... New York City
New York City Normal College, 1881.
- Edward Joseph McNally....New York City
College of the City of New York, B.S., 1893; New York University,
LL.B., 1895.
- Thomas Joseph McQuaide.....New York City
St. Charles College, Maryland, A.B., 1890.
- *Mary Elizabeth McQuirk.....Ozone Park, N. Y.
- Virginia Fairfax Middleton ..New York City
New York City Normal College, 1883.
- William Reynolds Miller.....Daugherty, Texas
Central Normal College, A.B., 1891.
- *Katherine Brown Minor....Honesdale, Pa.
- Edward Fitzgerald Molloy.....New York City
St. Francis Xavier College, A.B., 1886; A.M., 1889.
- Laura MorrisonNew York City
New York City Normal College, 1876.
- Sarah MorrisonNew York City
New York City Normal College, 1878.
- Alfred William Mueser.....New York City
Teachers' Seminary, Moers, Germany, 1868; New York University,
Pd.M., 1899.
- Rupert Henry Murray.....Worcester, Mass.
State Normal School, Worcester, Mass., 1890.
- Lizzie Ione Neale.....New York City
New York City Normal College, 1874.
- Helena Theresa Neumann.....Fordham Heights, N. Y.
New York City Normal College, 1889.
- Etheldreda Lord NorrisJersey City, N. J.
Columbian College, B.A., 1899.
- James Aloys O'Donnell.....New York City
College of the City of New York, B.S., 1886.
- Mary Janet Clancy O'Neil...Brooklyn, N. Y.
- Melvin Charles Oppermann.....New York City
New York University College, 1900.
- Charles James Francis Pickett.....New York City
College of the City of New York, 1888.
- Maximilian Philip.....New York City
College of the City of New York, B.S., 1898.

- Ellen Morgan Phillips.....New York City
New York City Normal College, 1890.
- *Jennie Elizabeth Pierce... ..Paterson, N. J.
- Richard Keller Piez.....Oswego, N. Y.
Baltimore Polytechnic Institute, 1887.
- Henry Hull Plough.....New York City
State Normal School, Albany, N. Y., 1880; New York University,
Pd.M., 1898.
- Laura Popper.....New York City
New York City Normal College, 1876.
- Lina Post.... ..Mariner's Harbor, N. Y.
New York City Normal College, 1884.
- *Grace Eleanor Pratt.....Gloversville, N. Y.
State Normal School, Albany, N. Y., 1888.
- Mary Anastasia Regan.....New York City
New York City Normal College, 1883.
- Thomas Burke Reilly.....New York City
University of Notre Dame, B.A., 1897.
- Eleanor Simms RenneNew York City
New York City Normal College, 1889.
- Herbert Foster Reynolds.....New York City
State Normal School, Geneseo, N. Y., 1895.
- *Agnes Marie Louise Rinn.....New York City
Ursuline Normal School, 1883.
- John Stacey Roberts.....New York City
College of the City of New York, B.S., 1895.
- William F. Robinson.....Elizabeth, N. J.
- Loretto Marie Rochester.....Jersey City, N. J.
New York University, Pd.M., 1897.
- Christina Logan Roe.....New York City
Provincial Normal School, Toronto, Canada, 1889.
- Louise Anna Roediger.....New York City
New York City Normal College, 1894.
- James Clarkson Rogers.....Bradford, Ontario
Queens University, Kingston, Canada, B.A., 1888.
- Elizabeth Sanial.....New York City
New York City Normal College, B.A., 1896.

- Jerohn Joseph Savitz.....Boonton, N. J.
Illinois Wesleyan University, Ph.B., 1893; A.M., 1894; New York
University, Pd.M., 1899.
- Henry Wisner Saxe.....Demarest, N. J.
State Normal School, Oswego, N. Y., 1893.
- Amelia Schaller.....New York City
New York City Normal College, 1885.
- Oswald Schlockow.....New York City
College of the City of New York, B.S., 1894; New York Univer-
sity, Pd.M., 1898.
- Henry George Schneider.....New York City
College of the City of New York, B.S., 1887.
- Isabelle Schweizer.....New York City
New York City Normal College, 1880.
- Burt Philo SeelyeNew York City
- Ellsworth Shafto.....Garfield, N. J.
State Normal School, Trenton, N. J., 1885; New York University,
Pd.M., 1892.
- Catherine Sheehan.....Woodhaven, N. Y.
Provincial Normal School, Toronto, Canada, 1886.
- Albert Shiels.....Mount Vernon, N. Y.
College of the City of New York, A.B., 1886.
- William Martin Simmons.....New York City
State Normal School, Albany, N. Y., 1889.
- Adeline Elizabeth Simpson.....New York City
New York City Normal College, 1889.
- *Margaret Mary Slattery.....New York City
- Abraham Smith.....New York City
College of the City of New York, B.S., 1898.
- Annie SmithNew York City
New York City Normal College, 1878.
- *Gardner J. Snyder.....Norwood, N. J.
- Herman Joshua Sonnenberg.....New York City
State Normal School, Trenton, N. J., 1897.
- Margaret Amélie Speckel.....New York City
New York City Normal College, A.B., 1896.
- George Frederick Stahl... ..New York City
College of the City of New York, B.S., 1897.
- *Luise Holwill Stanley.....New York City

- *William Henry Steegar.....Closter, N. J.
 Estella Sternglanz.....New York City
 New York City Normal College, 1890; New York University,
 Pd.M., 1899.
- Henrietta Sternglanz.....New York City
 New York City Normal College, 1887; New York University,
 Pd.M. 1899.
- Plowdon Stevens, Jr.....New York City
 College of the City of New York, B.S, 1888.
- Thomas Alvin Stewart.....New York City
 State Normal School, Oswego, N. Y., 1890.
- Edward Walmsley Stitt.....New York City
 College of the City of New York, M.S., 1881; New York University,
 Pd.M., 1897.
- Laura Stork.....New York City
 New York City Normal College, 1888.
- Mary Elizabeth Stowe.....Scitico, Conn.
 Mount Holyoke College, A.B., 1898; New Britain Normal School,
 1899.
- Annie White Strathern.....New York City
 State Normal School, Albany, N. Y., 1870.
- Edward DuBois Stryker.....New York City
- Emma Sylvester.....Flushing, N. Y.
 New York City Normal College, 1892.
- Jane Isabella Taylor.....New York City
 New York City Normal College, 1883.
- Henrietta Clara Thornton.....East Orange, N. J.
 New York City Normal College, 1878.
- Elizabeth Mary Tierney.....New York City
 New York City Normal College, 1881.
- Mabel Towner.....New York City.
 New York City Normal College, A.B., 1896.
- Hermie Frances Trost.....New York City
 New York City Normal College, 1898.
- Bertha Alma Upham.....Elk River, Minn.
 State Normal School, St. Cloud, Minn., 1890.
- Mary Adela Waldo.....Potsdam, N. Y.
 State Normal School, Potsdam, N. Y., 1876.

Julie Thompson Walling.....	Potsdam, N. Y. State Normal School, Potsdam, N. Y., 1891.
Mary Florence Ward.....	New York City New York City Normal College, 1894.
*Susan Kemble Warren.....	Flatbush, N. Y.
Annette Catherine Watt.....	Brooklyn, N. Y. New York City Normal College, 1895.
Caroline Augusta Watters.....	New York City Claverach College, A.B., 1875.
Ella Weinberg.....	New York City New York City Normal College, 1893.
*Louise Henrietta Weiss.....	Paterson, N. J.
Thaddeus Sherman Wells.....	St. Albans, N. Y. State Normal School, New Paltz, N. Y., 1891.
Silas Carmi Wheat.....	Brooklyn, N. Y. New York University, Pd.M., 1898.
Charles Crawford Wilson.....	Jersey City, N. J. Lawrence Scientific School, B.S., 1894.
Joseph Franklin Wingeback.....	New York City College of the City of New York, B.S., 1889.
Katherine Winterburn.....	New York City New York City Normal College, A.B, 1896.
Fannie Emma Wolff.....	New York City
Adelaide Victoria Wright.....	New York City New York City Normal College, 1886.
John Milton Yetter.....	East Stroudsburg, Pa. State Normal School, Kutztown, Pa., 1889; Muhlenberg College, A.B., 1896.
TOTAL.....	226

* Special student.

Special Notice

Copies of the University Catalogue, containing the circulars of all the Six Schools, may be obtained by addressing the Registrar, Washington Square, inclosing seven cents for postage. The separate circular of any school will be sent upon application, postage free.

UNIVERSITY

ANNOUNCEMENTS

The Council of the University

The Council of New York University, incorporated the 18th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One-fourth of the members go out of office each year on the first Monday of November, when their successors are elected by the council.

Officers of the Council

President—WILLIAM A. WHELOCK
 Vice-President—GEORGE ALEXANDER, D.D.
 Secretary—ISRAEL C. PIERSON, PH.D.
 Treasurer—WILLIAM F. HAVEMEYER

Roll of the Council

DATE OF ELECTION.	EXPIRATION OF TERM.
1871. WILLIAM A. WHELOCK	1902
1881. WILLIAM LORING ANDREWS.....	1902
1882. LEMUEL SKIDMORE	1900
1883. WILLIAM S. OPDYKE.....	1903
1884. SAMUEL SLOAN.....	1901
1884. DAVID BANKS.....	1901
1884. ROBERT SCHIELL.	1901
1887. GEORGE ALEXANDER, D.D.....	1903
1890. ISRAEL C. PIERSON, PH.D	1903
1890. WILLIAM F. HAVEMEYER.....	1902
1891. HENRY M. MACCRACKEN, D D., LL.D.....	1902
1892. CHARLES R. FLINT.....	1902
1892. JOHN P. MUNN, M.D.....	1900
1893. CHARLES R. OTIS.....	1903
1895. MARCELLUS HARTLEY.....	1901
1896. JAMES MCCREERY.....	1900
1896. CYRUS C. MILLER.....	1900
1897. W. WHEELER SMITH.....	1901
1898. JOHN J. TUCKER.....	1901
1898. FRANK J. GOULD.....	1900
1898. WILLIS FLETCHER JOHNSON	1903
1898. THOMAS E. GREACEN.....	1903
1898. DAVID H. McALPIN.....	1901
1898. HENRY VAN SCHAIK.....	1902
1899. WILLIAM M. KINGSLEY	1902
1899. CHARLES A. GARDINER.....	1901
1900. JAMES G. CANNON.....	1902
1900. JOHN REID, D.D.....	1903

The Woman's Advisory Committee*

President—MRS. HENRY DRAPER
 Vice-President—MISS HELEN M. GOULD
 Secretary—MRS. EUGENE SMITH
 Treasurer—MRS C. A. HERTER

Term expiring 1900

MRS. HENRY DRAPER
 MRS. EDWARD C. BODMAN
 MRS. LEWIS H. LAPHAM
 MRS. WILLIAM W. HEROV

Term expiring 1901

MISS HELEN M. GOULD
 MRS. JOHN P. MUNN
 MRS. RUSSELL SAGE
 MISS OGDEN JONES

Term expiring 1902

MRS. EUGENE SMITH
 MRS. RICHARD M. HOE
 MRS. J. LOWRIE BELL
 MRS. GEORGE F. BAKER
 MRS. WILLIAM E. WHEELLOCK

Term expiring 1903

MISS EMILY O. BUTLER
 MRS. ALEXANDER
 MRS. C. A. HERTER
 MRS. WELCOME G. HITCHCOCK
 MRS. DAVID DOWS, JR.

*In 1890 the Council of the University, recognizing that the enrollment of graduate students included the names of several women as candidates for the Doctorate in Philosophy, and recognizing further that the School of Pedagogy just founded was likely to enroll women students in equal numbers with men, deemed it expedient that the Council should have the co-operation of representative women in the promotion of the University's work for women, and accordingly established the Woman's Advisory Committee.

Historical Sketch

The earliest record of the conception of New York University exists in the minutes of certain meetings of nine citizens of New York. The first was held December 16, 1829, and was followed by weekly meetings for three successive weeks. The fourth and last meeting issued the following call for a representative conference of citizens to convene on January 6, 1830:

SIR: The establishment of a university in this city, on a liberal and extensive foundation, has, for some time past, occupied the attention of many of our respectable citizens. At a meeting held for considering the subject, it was determined to invite your attendance on Wednesday next, at seven o'clock P.M., at the rooms of the Historical Society, to take into further consideration the desirableness of such an institution as that contemplated, and to adopt such measures in relation to it as may be deemed most expedient. It is earnestly hoped that you may be able to attend.

J. M. MATHEWS,
J. M. WAINWRIGHT,
J. AUGUSTINE SMITH,
VALENTINE MOTT,

JOSEPH DELAFIELD,
MYNDERT VAN SHAICK,
HUGH MAXWELL,
ISAAC S. HONE,

JOHN DELAFIELD.

NEW YORK, January 4, 1830.

This meeting appointed a standing committee of nine gentlemen, of whom four were taken from the nine, including Dr. Mathews, who became the first Chancellor; John Delafield, who became the first Secretary of the Council; and Myndert Van Schaick, who became the first Treasurer. This committee added to its numbers from time to time, secured a long roll of subscribers to the new enterprise, and finally merged its existence into that of the first University Council, which was elected by the subscribers October 16, 1830, and was chartered April 18, 1831.

The founders thus enlisted were composed in almost equal parts of public-spirited business men and of members of the liberal professions. Their plan from the beginning included nearly all the professorships that are comprised to-day in the faculties of the six schools of New York University. Even the School of Pedagogy was anticipated in a proposed professorship of "The Philosophy of Education and the Instruction of Teachers." The Graduate School was planned under the name

"The First General Division," while the Undergraduate College was known as the Second Division. The Schools of Law and Medicine and Applied Science were all contemplated by the first statutes, adopted 1831. These plans were far in advance of any demand then existing in America, and were not supported by sufficient endowment for their complete accomplishment. It was reserved for the last quarter of the nineteenth century, instead of the second quarter, to develop them in full measure.

The University as now existing comprises under the Council (which is by charter the Corporation), seven distinct Faculties and Schools of Matriculants, and in addition a Summer School at University Heights, and the Woman's Law Class at Washington Square, both made up of non-matriculant students who are enrolled without examination. A summary of attendants is given below.

The decade 1890 to 1900 has begun a new era in New York University. In 1891 University Heights was acquired. In 1894 the College of Arts and Pure Science and the School of Applied Science were removed to the new site. The Schools of Law and Pedagogy remained at Washington Square. The Graduate School divides its work between these two places. Accompanying these changes in location of schools, there has come a complete reorganization of the several schools into one University system. This was finally reached in 1897 when the Medical Faculty was thoroughly re-constructed. Among the important incidents of this new movement the following were especially notable. The consolidation with the University in 1895 of the Metropolis Law School; in 1898 of the Bellevue Hospital Medical College with the University School, under the new title of the University and Bellevue Hospital Medical College; and in 1899 of the two Veterinary Schools of this city under the title of the New York-American Veterinary College. New York University in this closing decade of the century has become a University in deed as well as in name.

Change of Name

Upon the unanimous request of the University Corporation, the University Regents of the State of New York, under the powers committed to them by the Constitution of the State, enacted a statute March 19, 1896, changing the name of the University of the City of New York to NEW YORK UNIVERSITY. Henceforth this legal designation should be used in all papers of any kind whatsoever relating to this University.

Directory of the University

Administration Offices, Washington Square

H. M. MACCRACKEN, LL.D., *Chancellor*

L. J. TOMPKINS, LL.M., *Registrar*

[*The Officers of the Corporation, named upon page 34,
may be addressed at Washington Square.*]

University College, University Heights

HENRY M. BAIRD, LL.D., *Dean*

WILLIAM K. GILLET, A.M., *Secretary*

Graduate School, Washington Square

J. DYNELEY PRINCE, PH.D., *Dean*

POMEROY LADUE, B.S., *Secretary*

School of Applied Science, University Heights

CHARLES H. SNOW, C.E., SC.D., *Dean*

POMEROY LADUE, B.S., *Secretary*

School of Pedagogy, Washington Square

EDWARD R. SHAW, PH.D., *Dean*

EDWARD F. BUCHNER, PH.D., *Secretary*

Medical School, First Ave. and E. 26th St.

EDWARD G. JANEWAY, M.D., LL.D., *Dean*

HERMANN M. BIGGS, M.D., *Secretary*

EGBERT LE FEVRE, M.D., *Cor. Secretary*

Law School, Washington Square

CLARENCE D. ASHLEY, LL.D., *Dean*

ISAAC F. RUSSELL, LL.D., *Secretary*

Veterinary College, 141 W. 54th St.

ALEXANDER F. LIAUTARD, M.D., V.M., *Dean*

*University Library, University Heights, with two
branches at Washington Square*

Librarian

Summer School, University Heights

ROBERT W. HALL, M.A., M.E., *Chairman*

Woman's Law Class, Washington Square

ISAAC F. RUSSELL, LL.D., *Senior Lecturer*

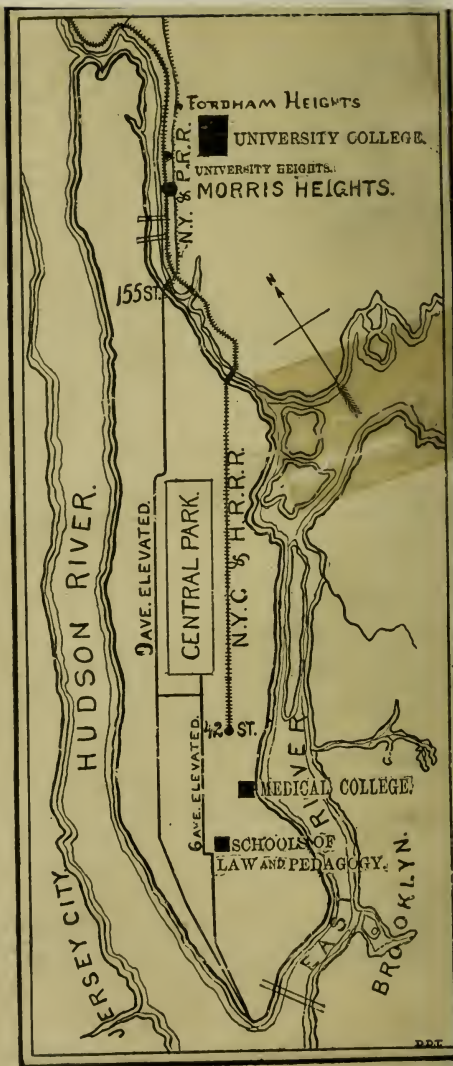
UNIVERSITY ENROLLMENT, 1899-1900

The enrollment of the three University Faculties and the six University Schools is as follows for the past year:

	Professors.	Adjunct Professors.	Lecturers.	Instructors.	Assistants.	Total Faculty.	Students.
UNDER FACULTY OF ARTS AND SCIENCE.							
College	28	2	9	7	2	48	230
Graduate School							201
School of Applied Science							81
School of Pedagogy							226
UNDER FACULTY OF LAW.							
University Law School	11	. .	1	3	. .	15	603
UNDER FACULTY OF MEDICINE.							
University Medical College	39	. .	9	9	38	95	277
Veterinary College	12	2	2	. .	3	19	45
UNDER THE GENERAL FACULTY.							
Library (Librarian and Assistants) . . . . .	. .	. .	. .	. .	. .	9	. . .
Total	90	4	21	19	43	186	1,663
Subduct for names counted twice . . . . .	. .	. .	. .	. .	. .	. .	80
							1,583

In the above total "auditors" are not reckoned. Of these more than seven hundred are in attendance in 1899-1900 in the various schools of the University.

UNIVERSITY HEIGHTS is seventeen minutes from Forty-second Street and the Hudson River Railway, and about forty minutes by the Sixth Avenue Elevated and New York and Putnam Road.



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LIBRARY
OF THE
CITY OF ILLINOIS

NEW YORK UNIVERSITY
BI-WEEKLY BULLETIN

VOL. I.

JUNE, 1901.

No. 8

UNIVERSITY
SCHOOL
OF PEDAGOGY

PUBLISHED TWICE A MONTH, EXCEPT FROM AUGUST TO DECEMBER,
BY NEW YORK UNIVERSITY, WASHINGTON SQUARE,
NEW YORK CITY.

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ADVERTISEMENT

The attention of the educational world is called to a consideration of the changes which have been made in the faculty and in the courses of instruction, both of which are to inaugurate the new year beginning September 28, 1901.

It will be noted that all of the courses that have been conducted during the last few years are retained and that new courses have been placed under the supervision of men who are eminently qualified to conduct them. Particular attention is directed to the course on Educational Classics described on page 12, as well as the Conference courses to be carried on by Professor MacDougall and described on pages 18 and 19, and to the course on Theory and Practice of Teaching described on page 19. It is believed that the introduction of these courses will be found eminently useful and practical and prove a fitting conclusion to the course on Theory.

One or two chairs have not at the present moment been filled. Several excellent instructors are under consideration and the University will make a further announcement in the Fall.

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Calendar, 1901-1902

1901.		
Sept. 28,	Saturday,	Enrollment, Formal Opening, 10.30 A.M.
Sept. 30,	Monday,	Lectures begin.
Oct. 26,	Saturday,	Last Day for Registration.
Nov. 28-30,	Thurs. to Sat., inclusive,	Thanksgiving Recess.
Dec. 21,	Saturday,	Christmas Recess begins, 1.15 P.M.
1902.		
Jan. 2,	Thursday,	Lectures begin.
Feb. 12,	Wednesday,	Lincoln's Birthday.
Feb. 22,	Saturday,	Washington's Birthday.
March 22,	Saturday,	Spring Recess begins, 1.15 P.M.
March 31,	Monday,	Lectures begin.
April 1,	Tuesday,	Theses for Doctorate due.
May 12-17,	Monday to Saturday,	Final Examinations.
May 19, 20,	Monday and Tuesday,	Final Examination for candidates for Doctor's degree.
June 12,	Thursday,	COMMENCEMENT.

Term and Vacations

The year begins on Saturday, September 28, 1901, and ends on Saturday, May 17, 1902. Lectures are given and conferences conducted from Mondays to Saturdays inclusive, but are intermitted on all legal holidays falling within the scholastic year, and also for a week at Christmas and New Year's, and a week in the spring.

Faculty

HENRY M. MACCRACKEN, D.D., LL.D.,
Chancellor.

JOHN P. GORDY, PH.D., LL.D.,
Professor of the History of Education.

[Vacancy.]
Professor of Analytical Psychology.

ROBERT MACDOUGALL, PH.D.,
Professor of Physiological and Experimental Psychology.

EDWARD R. SHAW, PH.D.,
Lecturer on Principles of Education and School Organization.

FREDERICK MONTESER, PH.D., PD.D.,
*Lecturer on Comparative Study of National School Systems and on
Sociology in Relation to Education.*

LINNAEUS EDFORD LA FÉTRA, B.A., M.D.,
Lecturer on Physiological Pedagogics.

CHAS. GRAY SHAW, PH.D.,
Lecturer on Ethics, Secretary of the Faculty.

JOHN J. STEVENSON, PH.D., LL.D.,
Lecturer on the Theory and Practice of Teaching Natural History.

DANIEL W. HERING, PH.D.,
Lecturer on the Theory and Practice of Teaching Physics.

FRANCIS HOVEY STODDARD, PH.D.,
Lecturer on the Theory and Practice of Teaching English.

MORRIS LOEB, PH.D.,
Lecturer on the Theory and Practice of Teaching Chemistry.

ERNEST GOTTLIEB SHILER, PH.D.,
Lecturer on the Theory and Practice of Teaching Latin.

POMEROY LADUE, B.S.,
Lecturer on the Theory and Practice of Teaching Mathematics.

MARSHALL S. BROWN, M.A.,

Lecturer on the Theory and Practice of Teaching History.

CHARLES L. BRISTOL, PH.D.,

Lecturer on the Theory and Practice of Teaching Biology.

LAWRENCE A. McLOUTH, B.A.,

Lecturer on the Theory and Practice of Teaching German.

LESLIE J. TOMPKINS, M.S., LL.M.,

Registrar.

FRANCES M. WOODWARD,

Assistant in the Library.

GENERAL STATEMENT

The conception of a School of Pedagogy, for graduate work, instituted as an organic part of the University, and equal in rank to other professional schools, originated in the request of several mature teachers for instruction in higher pedagogy. After a satisfactory preliminary test, continuing for four years, of the practicability of this idea, the School of Pedagogy of New York University was established by the University Council on March 3, 1890.

Aim

The aim of the School of Pedagogy is to furnish thorough and complete professional training for teachers. For this purpose it brings together all that bears upon pedagogy from the history of education, from analytical, experimental and physiological psychology, from the science of medicine, from ethics, from philosophy, from æsthetics, from sociology, from the principles and art of teaching, and from a comparative study of different national systems of education. It unifies this knowledge into a body of pedagogical doctrine, and points out its application to the practical work of the educator.

The plan of the institution places it upon the same basis as that of the best schools of law, medicine, and theology. The work is of distinctively university grade, and graduates of colleges and normal schools, and others of equal experience and maturity, will find in this school opportunity for the thorough study of Pedagogy.

The University appropriately marks the successful completion of required work by the conferment of the degrees of Master and Doctor of Pedagogy.

Location and Facilities for Instruction

The School of Pedagogy now occupies the ninth floor of the new University Building on Washington Square, East. The entrance to the rooms of the School is at the north end of the building, on Waverley Place. Twenty-one rooms are provided for the offices, the library and reading-room, lecture and assembly rooms, the psychological laboratory, etc. By means of a generous gift made for the purpose by a friend of the University, a room, overlooking Washington Square, has been beautifully decorated and furnished, and is set apart as a social room for the use of the students.

The greatest care has been taken in securing the best light and ventilation for the rooms occupied by the school. The outlook from the windows commands a view of a large part of the metropolis and the neighboring cities of New Jersey. The building is made the headquarters of several organizations of teachers—the Society for the Comparative Study of Pedagogy, the Alumni Association of Doctors of Pedagogy, the New York Council of Education, and the Society for the Discussion of Practical School Problems.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are being constantly added.

The Astor Library, 283,000 volumes, is within three minutes' walk of the University Building. The Library of the Academy of Medicine contains among its large collection many valuable books necessary in pedagogical study and research, and to be found in no other library of the city. These great libraries are open free to all students of the School.

Matriculation

(a) Graduates of recognized Colleges of Arts and Science are matriculated on presentation of their diplomas.

(b) Graduates of State Normal Schools, higher course, and of certain approved institutions of high standing may be matriculated.

Students applying for matriculation under clause (b) must present in addition to their diplomas a detailed statement of their academic and professional training.

(c) Teachers of experience with irregular credentials of high grade may be matriculated on passing such examinations as the Faculty may require.

Students applying for matriculation under clause (c) must present themselves not later than October 2, 1901.

Directions for Registration

Applicants for admission to the School should submit their applications and credentials to the Secretary of the Faculty, if possible, before the formal opening of the School, which will be on Saturday, September 28, at 10.30 A.M.

Students admitted to the School will be provided with a card signed by the Secretary. Upon the presentation of this card and the payment of the enrollment fee to the Registrar, the student will receive an enrollment card, which must be presented to each professor whose

courses are elected for his signature. The enrollment card must then be taken to the Secretary of the Faculty and a registration blank filled out.

The offices of the School will be open for the reception of applications and credentials on and after September 21, from 10 A.M. to 5 P.M.

Members of the Faculty will be at the School daily on and after September 21 for consultation in regard to the election of courses.

Fees

An enrollment fee of \$5 is payable upon the presentation of the admission card to the Registrar; but this sum is refunded to the student upon payment of the fee for instruction.

The fee for instruction in each course of three hours a week is \$20 for the year, in each course of two hours a week \$15 for the year, and in each course of one hour a week \$10 for the year, payable before the first day of December. All fees are to be paid to the Registrar of the University, and no registration is complete until the payment of the required fee is made.

Living Expenses

Students can obtain good board, including room, for \$6 and upward per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Dean of the School.

Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500, founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$200 a year. By special act of the University, each endowed fellowship or scholarship includes free tuition during the year of appointment, beginning in 1900-1901. Each of the other scholarships yields to the holder of the same the cost of tuition for one year. A statement of the conditions upon which fellowships and scholarships are awarded will be mailed on request. Those intending to become candidates should first write for a statement of these conditions. Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 1.

Boards of Trustees and Superintendents of schools desiring information concerning teachers well equipped in Pedagogy and cognate subjects for colleges, normal schools, training schools, or principals and supervisors for public schools, are invited to communicate with the Dean.

OUTLINE OF INSTRUCTION

The following courses, leading to the degrees of Master of Pedagogy and Doctor of Pedagogy, are open to all matriculants of the School. The requirements for the degree of Master may be completed in one year of resident study, and the requirements for the degree of Doctor may be completed in two years of resident study. Courses 1, 2, 3, 4, 5, 6, 7 and 8 are required for the Master's degree with one of the practice courses offered, in the Theory and Practice of Teaching. This Practice Course must be devoted to not more than two subjects. (See below under courses 19-27.) For the Doctor's degree, the courses in Institutes of Pedagogy (9) and in Ethics (10) are required, together with four hours a week to be elected from courses 11, 12, 13, 14, 15, 16, 17 and 18, with one of the practice courses. The courses may be taken in any order, except as provided in the outline statement of certain courses.

COURSES LEADING TO THE MASTER'S DEGREE

I. History of Education

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticise educational systems and theories in the light of what is regarded as sound educational doctrine. It thus seeks to give the culture that results from an acquaintance with the moving forces of civilization, and at the same time to lay a broad and deep foundation for professional insight and professional work.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples, it glances rapidly at the civilizations of the Orient, and then makes a detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it, which enabled the Romans to build up the Roman Empire. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of education in the Middle Ages, and points out how the principle of

authority, which was its most marked characteristic, had its counterpart in the Roman Church on the one hand, and the Holy Roman Empire on the other. It discusses the various causes—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristic of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a résumé of the educational principles collected during the survey of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine.

Professor Gordy.

2 hours a week.

2. Physiological and Experimental Psychology

This course is intended to provide an introduction to the systematic study of the methods and results of experimental psychology. It will begin with a description of the nervous system, its structural and functional organization, and its significance as a physical basis for the differentiation of mental phenomena.

This introductory study of the nervous system will be followed by a systematic review of the literature of experimental psychology.

The methods of psychological experimentation, and the especial problems presented by the subject matter of its investigation will be carefully discussed in preparation for the work of laboratory research. In this connection also the function of introspection in laboratory psychology, objective and genetic methods, and the methods of statistic and of social psychology will be taken up. Constant reference will be made during the course to the literature of experimentation, and students will be expected to show a critical acquaintance with the methods and material discussed in the class.

The course will consist of lectures, demonstrations, prescribed readings and reports. In the selection of topics it will be the aim to lay emphasis on those forms of mental activity and those investigations of most direct concern to the teacher. The psychological laboratory is well equipped with the apparatus required for the demonstrations involved in this course.

Professor MacDougall.

2 hours a week.

3. Analytical Psychology

This course undertakes a thorough and systematic study of the functions and phenomena of consciousness with the specific aim of training

the student in psychological analysis and providing a working conception of the human mind.

The conclusions of psychological science are given a special application to pedagogy.

The course consists of lectures, special readings, and class discussions.

Professor ————

2 hours a week.

4. History of Ancient and Medieval Philosophy

This course makes a brief survey of the history of philosophy from its beginnings in Greece to the Renaissance. Its primary aim is to make clear the relation between the course of philosophic thought during this period, and the progress of culture in general, and of educational theory and practice in particular.

Professor Gordy.

1 hour a week.

5. Physiological Pedagogics—The Relation of Medicine to Pedagogy

Chemical and biological constituents of the human body. Development of the body from a single cell. Anatomy and physiology of the digestive and excretive tissues; the blood; the neuro-muscular system. The physiology of growth and development as determined by anthropometry, and its relation to the education of children and adolescents. The nature and effects of physical training. Fatigue and its manifestations. Tendencies to special diseases—inherited and acquired. The diseases of mal-nutrition. Faulty postures and deformities. The nervous diseases of development. Training of the mentally deficient. Diseases of the eye and ear, with tests to ascertain defects of vision and hearing. Communicable diseases, their nature and modes of propagation. Means of preventing disease. Disinfection. School hygiene. In this course the physiological side of child study—the importance of nutrition—is emphasized.

Dr. La Fêtra.

1 hour a week.

6. Educational Classics

This course makes a study of the most celebrated pedagogical writings of ancient and modern times. Parts of Plato's *Republic*, Aristotle's *Politics*, Quintilian's *Education of an Orator*, Montaigne's *Essays*, Locke's *Thoughts on Education*, Rousseau's *Emile*, Spenser's *What Knowledge is of Most Worth*, Froebel's *Education of Man*, Herbart's *Science of Education*, and other famous contributions to the literature of Pedagogy are critically studied. The aim is to trace the

connection between the philosophic views of the writers and their educational ideals; to show the relation between those ideals and the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, course I.

Professor Gordy.

1 hour a week.

7. Principles of Education

This course begins with a discussion of the principles of teaching which should be employed in order to make the fullest appeal to the self-activity of the child, and then points out the application of these principles in the teaching of subjects in the elementary school. The orderly and pedagogical steps to be followed in teaching Arithmetic, Reading, Spelling, Writing, Form, Geometry, Geography, Drawing, Nature Study, History, Literature, Physiology, and Manual Work are presented. The co-ordination of these subjects is considered, and the interrelation of the different groups of studies, as well as the interrelation of the studies of the same group, are definitely traced. Students in this course are required to make observation in the School of Application, as well as in other schools, and to give frequent lessons. The plans and presentation of these lessons are fully and freely discussed in order to develop the inventive, directive, and critical powers of the student.

The course is planned in order to give those intending to become principals of training-schools, teachers of method, and critic teachers the most extended opportunity for equipment for work in those fields of teaching.

Dr. E. R. Shaw.

2 hours a week.

8. School Equipment, Organization, and Management

1. School buildings, grounds, lighting, heating, ventilation, furniture, sanitation, apparatus, and equipment, discussed with reference to the best standards and the reasons which determine these. The practical application of these standards. Students will be required to make tests of ventilation in certain accessible schools, determining by means of the anemometer the number of cubic feet of air entering the room per minute for each pupil, the number of cubic feet passing out, the temperature and humidity of the air of the room, the impurity as denoted by the proportionate amount of carbonic acid gas present.

2. A study of the course of instruction, methods of teaching, working directions, grading, management, and administration of a system of schools. The study will be made by visits of observation, by written reports, and by discussions.

Many towns and small cities lie close to New York, affording favorable opportunities for this study.

Dr. E. R. Shaw.

1 hour a week.

COURSES REQUIRED, IN ADDITION TO THE ABOVE, FOR THE DOCTOR'S DEGREE

9. Principles of Education—Advanced Course

This course is comprised under the following heads: 1. An examination of the commonly accepted principles and maxims of education to determine their scope and limitations. 2. A study of Apperception with special reference to its pedagogical applications. 3. Motor education; its correlation with the various branches of study. 4. Habits. 5. The education values of the different subjects of study, and to what degree these values depend upon mode of presentation. 6. The correlation, co-ordination, and interrelation of studies. 7. Interest and its criteria. 8. Adolescence. 9. The heuristic method. 10. Derived principles of method. 11. Application of these in the teaching of subjects in elementary and secondary schools, with required presentation of lessons for criticism and discussion. 12. The literature of systematic pedagogy.

During the year students will visit certain schools of high rank in New York City and vicinity for observation and study.

The work in this course will be by lectures and seminary discussion. Opportunity will be afforded for special study of the teaching of a chosen subject.

Dr. E. R. Shaw.

4 hours a week.

10. Ethics

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight.

The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

Professor Charles Shaw.

1 hour a week.

11. Laboratory Course in Experimental Psychology

This course is designed, in the first place, to form an introduction to experimental methods and the use of laboratory material. It seeks

to cultivate the habit of exact introspection and the capacity to appreciate intelligently and critically the published records of psychological experimentation. At the same time it will endeavor to make the student acquainted with the better established results of such investigations. The systematic work of the course will consist of the experimental study, by each student, of the phenomena of sensation, sense-perception and the simpler forms and conditions of motor activity. These experiments will be performed by the class in small and separate sections. Methods and results will be tested by comparison with the work of other sections and by constant reference to standard publications in which the investigations in question are discussed. Each student will be expected to keep a systematic record of the experiments performed from day to day, with charts, curves, and tabulation of averages worked out, together with an exact introspective account of his experience in all cases where he has acted as subject in the experiment.

The scope of the investigations is indicated in the following selected topics: Analysis of sensory elements. Discrimination of sense qualities, number and locality. The nature of sensory thresholds. Fatigue and practice effects. Reinforcement and inhibition of sensations by each other and by movements. The discrimination of sensation intensities, visual, auditory and dermal. The perception of space, by sight, hearing and movement. Reaction times, simple and complex: sensory and motor reaction types. Motor elements in perception. The development of motor control.

Each experiment is a piece of original investigation for the student who performs it, while his task is simplified and corrected by the work of predecessors in the field. The work of the first half-year will not be extended beyond these standard experiments, but an opportunity will be given for the detailed study of the brain and sense organs by means of charts, models and physiological text-books, and reference to literature will be available for those who wish to carry their reading or investigations farther.

During the second half-year the class will take up the original investigation of a limited set of problems.

Professor MacDougall.

2 hours a week.

THE UNIVERSITY SCHOOL OF PEDAGOGY

12. Educational Psychology

The aim of this course is to select for special study those topics in psychology which have the most important and widest application to the detailed work of education, and to train the student in psychological criticism by a study of the principles of the science involved in

its attempt to deal with the problems of mental development. The course comprises such topics as the natural and artificial conditions which determine the growth of the typical forms of mental life as they may be found in school children, the formation and foundations of various principles of teaching, and the problems of methods as involving mental activities. The latter part of the course deals with the mental processes and results involved in the pursuit of school studies, and attempts to determine the relative culture values of the typical contents of the curriculum as summarizing human development. This course will provide opportunity for students to make original studies in educational psychology along those lines in which they may have special interest.

This course is open only to those who have taken, or are taking, course 3, or its equivalent.

Professor ———

2 hours a week.

13. History of Modern Philosophy

This course treats of the history of philosophy from the Renaissance to the present time, in so far as it bears on the progress of science and of education. It is open only to students who have taken course 4.

Professor Gordy.

1 hour a week.

14. Comparative Study of National School Systems

Historical and descriptive study of the national systems of education of Germany, France, and England, with reference to the social, political, and ecclesiastical conditions of those countries. The principal topics considered are: The relation of Church and State to the problem of popular education. School administration and supervision. The training and status of teachers. Character and scope of elementary education. Recent reforms in secondary education. Education of women. Technical, commercial, and industrial education. Higher education.

The work is carried on by lectures, supplemented by independent investigations on part of the students. Each member of the class is expected either to investigate the school system of some country not mentioned above, or to make a careful comparative study of some special topic with reference to the three countries mentioned above.

As the comparison between American and foreign educational conditions and problems is kept in view throughout the course, the students should be familiar with the general state of education in this country.

Dr. Monteser,

1 hour a week.

15. *Æsthetics in Relation to Education*

This course undertakes a study of the beautiful in nature and in human activity, with the aim of acquainting the student with the culture values of the educational material to be found in these two directions and with the canons of æsthetical criticism in so far as these contribute to the formation of educational principles, and of pointing out the means whereby æsthetical development may be secured in school children. It includes a study of the physiological and psychological conditions of æsthetical feelings and judgments, and analysis of the fine arts and their adaptation to educational ends, the values of the secondary aids in the possession of the school and other public institutions for the formation of taste in pupils, and a discussion of the methods of art instruction.

Professor ———

1 hour a week.

16. *Sociology in Relation to Education*

The aim of this course is to lead the student to view society as a vast and complex organism, to study in a general way its structure and functions, and to see the relation of education to the other great divisions of social activity.

Some of the chief topics treated are: The need of a social science, especially from the teacher's point of view. Preparation for such a science. The school a social institution. The organic concept of society. In what sense may the school be called an organism? The family as the primary social group, its history, functions, and pathology. Social aggregates. Structural significance of the public school system. The school as a social communicating apparatus. Its relation with the other communicating channels, as the press, public platform, etc. Social psychology. Social reforms. Care of the abnormal, dependent, and delinquent classes, with special reference to the treatment of children.

Throughout the course the observation of the student's own social environment is stimulated, and history, as well as current events, is largely drawn upon for illustrations, with a view to giving the student a clear and concrete grasp of the fundamental principles of the science.

Dr. Montaser.

1 hour a week.

17. *Genetic Psychology*

This course aims to present the methods and results of psychological study of animals, primitive races, and children. The principles of development to be discovered by such a comparative treatment will not be directly applicable to the child as a part of a social organization, but

it is believed that the study will be freed from many of the embarrassing complications which attend the effort to derive genetic principles from a study of the child in a highly developed social environment.

Professor MacDougall.

2 hours a week.

18. Conference Course: Education of the Central Nervous System; The Value of Manual Training

In this course the bearing of an education of special nerve centres upon the general activity of the organism will be discussed. The nature of nervous excitement and the "diffusive wave," the reflex arc and the formation of consistent paths of motor discharge in habit, will be studied in their relation to the development of co-ordinated motor activities. The general phenomena of motor development and their sequences will be discussed for their significance in connection with the bearing of the various forms of physical activity upon the development of character. The expression of character in movements will be considered, and the process of development of the individual through training of movements. The value of manual training—instruction in the industrial arts, gymnastics and drill—will finally be considered in its relation to the wider problems of general education; the teaching of method, precision, promptness, and responsibility in physical movements and the manipulation of materials; and the extension of these habits by indirect education to life in general.

In so far as time allows, the course will take up the consideration of various types of physical training and of imitative and constructive mechanical work with reference to their particular aims, their relative values, and their proper sequences.

This course is open only to those who have completed four hours in psychology, two hours in history of education, and one hour in the principles of education.

Professor MacDougall.

1 hour a week.

19. Conference Course: The Function of Imagination

In this course the instructor will discuss with the members of the class the function of the imaginative activity in life, and the attitude of the teacher toward its cultivation. The scope of the course is indicated by the following topics: The relation of imagination to memory and perception. The construction of experience through imagination. The child's world; occupations, games, impersonation. Children's lies; fairy-tales, myths, the continued story. Growth of the feeling for accuracy; practical nature of truth; the orders of reality. Sympathetic imagination and the translation of experience. Value of

exercise for all developing powers. Imagination in the school. The teaching of nature-myths and fairy-tales. Sympathy with nature on the one hand, and with other lives, actions and historical characters attainable only through an imaginative reconstruction. Intimacy and depth of feeling in these things to be won only during childhood. The function of imagination in science. Its supreme importance in teaching. Happiness and the imaginative life.

The work of the course will be carried on by means of lectures, discussions and reports on literature, which is chiefly to be found in monographic form.

This course is open only to those who have completed four hours in psychology, two hours in history of education, and one hour in the principles of education.

Professor MacDougall.

1 hour a week.

Courses 20 to 28. Theory and Practice of Teaching

To be known as "Practice Courses," each counted as the equivalent of a one-hour course for half a year.

I. In both Grammar and High Schools :

(20) Natural History, (21) English, (22) Mathematics, (23) United States History.

II. In High Schools only :

(24) Physics, (25) Chemistry, (26) Classical Languages, (27) German, (28) Biology.

Each student of the school may elect not more than two of the above nine courses—one for the Master's Degree and one for the Doctor's Degree. The work in each course will be conducted as follows :

All the students electing a given course will be required to meet the Professor in charge, upon the day appointed by him, at 9 o'clock A.M., at the grammar or high school selected by him for Observation Work in his particular subject. The entire morning from 9 A.M. to 12 M. will be spent by the student, under the direction of the Professor, in Observation Work in one or more schools.

In the afternoon of the day, two hours from 1.30 P.M. to 3.30 P.M. will be devoted by them to a seminar to be held in the Hall of Pedagogy, Washington Square, or the Hall of the Board of Education, at 59th Street and Fifth Avenue, or some other place that may be convenient to the schools that may have been visited. These schools may possibly be in the Borough of Brooklyn or of the Bronx. At the seminar notes and questions upon the Observation Work done will be required from students. The two hours will be devoted to receiving these notes, and to a conference and a lecture by the professor in charge.

Each of the above nine courses will be credited to the student as the equivalent of a course of one hour a week for half a year. The four days of the course may be devoted entirely to one subject or apportioned between two subjects.

It is expected that an arrangement will be effected by which any students of the School of Pedagogy who hold positions in the city schools may obtain leave of absence for the days devoted to a Course in the Theory and Practice of Teaching, their places being supplied without expense to themselves.

Thesis for the Doctorate

For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," shall be delivered to the Secretary of the Faculty *not later than April 1* preceding the Commencement at which the conferment of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval, before the third Saturday of October of the same academical year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern to be seen in the School of Pedagogy Library.

Degrees

Master of Pedagogy

The degree of Master of Pedagogy will be conferred upon a student who has met the following conditions:

I. He must have been credited with attendance upon the required lectures and examinations.

II. He must have successfully completed the first eight regular courses.

III. He must either have presented a certificate showing two years' successful experience in teaching, or he must have taught one year under the direction of the Faculty, and with such success as to receive its approval.

IV. He must have paid the required fees.

Doctor of Pedagogy

The degree of Doctor of Pedagogy will be conferred upon a student who has met the following conditions:

I. He must have been credited with attendance upon the required lectures and examinations.

II. He must have successfully completed the first ten regular courses, together with four hours elected from courses 11 to 17 inclusive and either course 18 or 19.

III. He must have presented the prescribed thesis, and have received approval of the same.

IV. He must either have presented a certificate showing three years' successful experience in schoolroom work, or he must have taught two years under the direction of the Faculty, and with such success as to receive its approval.

V. He must have paid the required fees.

Schedule of Lectures, 1901-1902

HOURS		3.45—4.45	4.45—5.45		
Monday.....	17. Genetic Psychology.		2. Experimental Psychology. 6. Educational Classics. 9. Principles of Education (Adv.) 4.30 to 5.45.		
Tuesday.....	4. History of Ancient and Medieval Philosophy.		1. History of Education. 9. Principles of Education (Adv.) 4.30 to 5.45. 17. Genetic Psychology.		
Wednesday	12. Educational Psychology.		3. Analytical Psychology. 9. Principles of Education (Adv.) 4.30 to 5.45. 19. Conference Course.		
Thursday	12. Educational Psychology.		2. Experimental Psychology. 7. Principles of Education.		
Friday	11. Laboratory Psychology.		1. History of Education. 14. National School Systems. 11. Laboratory Psychology.		
HOURS		9.15—10.15	10.15—11.15	11.15—12.15	12.15—1.15
Saturday	5. Physiological Pedagogics.		3. Analytical Psychology. 10. Ethics. 8. School Organization.	7. Principles of Education. 13. History of Modern Philosophy. 18. Conference Course.	15. Aesthetics. 16. Sociology.

Courses 1 to 8 inclusive are required for

Courses 1 to 8 inclusive are required for the degree of Master of Pedagogy.
 Courses 1 to 10 inclusive are required for the degree of Doctor of Pedagogy, to which must be added four hours elected from Courses 11 to 17 inclusive, and either Course 18 or 19.
 Courses 20 to 28 are movable as to dates—see above for the rules for same.

Roll of Students 1900-1901

- Josephine Ackerson.....New York City
New York City Normal College, 1891.
- *Jane Elizabeth Adee.....New Paltz, N. Y.
State Normal School, New Paltz, N. Y., 1896.
- Cecilia Adler.....New York City
New York City Normal College, 1883.
- Martha Adler.....New York City
New York City Normal College, A.B., 1894.
- Margaret Aitken.....Johnstown, N. Y.
State Normal College, Albany, N. Y., 1895.
- Belle Bingley Anderson.....Melbourne, Ky.
Vassar College, A.B., 1896.
- Grace Andrews.....Yonkers, N. Y.
Vassar College, A B., 1900.
- Charles Montgomery Babcock.....New York City
State Normal School, Albany, N. Y., 1886; New York University,
Pd.M., 1899.
- William Frederic Babcock.....Paterson, N. J.
State Normal School, Bridgewater, Mass., 1894; New York Uni-
versity, Pd.M., 1898.
- Margaret Ellen Bacon.....New York City
New York City Normal College, 1881.
- *Mary Jane Baker.....Gloversville, N. Y.
State Normal School, Albany, N. Y., 1889.
- Burton Marcus Balch.....Brooklyn, N. Y.
Hamilton College, 1895. , 189 , A.M.
- Charles Wesley Pitman Banks.....New York City
- Mary Bartels.....New York City
New York City Normal College, 1889.
- Lottie Adelaide Barwick.....New York City
New York City Normal College, 1891.
- Lewis Aurelius Beardsley.....Madison, N. J.
Cornell University, A.B., 1888.
- Ada Louie Becker.....New York City
New York City Normal College, 1888.

- Harriet Anna Belmont.....New York City
New York City Normal College, 1891.
- *Emily N. Bennett.....Brooklyn, N. Y.
New York City Normal College, 1876.
- Annette Berger.....New York City
New York City Normal College, 1888.
- Ida Berger.....New York City
New York City Normal College, 1887.
- *Louise Marie Berger.....New York City
New York City Normal College, 1878.
- *Florence Adelia Blanchard.....Whitman, Mass.
State Normal School, Bridgewater, Mass., 1884.
- Lucy Ripley Bliss.....Brooklyn, N. Y.
Bucknell University, A.B., 1880; M.A., 1895.
- Clara Blum.....New York City
New York City Normal College, 1892.
- Harriet Blum.....New York City
New York City Normal College, 1889.
- *Luella Bolenbaker.....Red Hook, N. Y.
State Normal College, Albany, N. Y., 1893.
- Jacob Bolin.....New York City
Högre Realläroverket i Stockholm, Sweden, 1883.
- Grace Bowtell.....Brooklyn, N. Y.
New York City Normal College, 1887.
- Georgette Brandon....New York City
New York City Normal College, 1889.
- John James Burke.....New York City
College of the City of New York, A.B., 1895.
- Harold Edgar Buttrick.....Brooklyn, N. Y.
Yale University, A.B., 1895.
- George Lockwood Byrne Brooklyn, N. Y.
College of the City of New York, B.S., 1892.
- Olinda Anne Camp.....New York City
New York City Normal College, 1887; New York University,
Pd.M., 1900.
- Edward Peter Carroll.....New York City
College of the City of New York, B.S., 1881.
- Thomas Clyde Cheney.....Mystic, Conn.
Hamilton College, A.B., 1899.

- John King Clark.....New York City
New York University, Pd.M., 1899.
- *Julia Clemons.....New York City
New York City Normal College, 1872.
- Agnes Clift.....Long Island City, N. Y.
New York City Normal College, 1875.
- Lilla Katharine Collis.....New York City
New York City Normal College, 1900.
- *Fannie Loretta Conboy.....New York City
New York City Normal College, 1876.
- Mary Anna Conlon.....New Rochelle, N. Y.
New York City Normal College, 1888.
- David Birdsall Corson.....Newark, N. J.
State Normal School, Trenton, N. J., 1884; New York University,
Pd.M., 1893.
- Ella E. Crane.....Canandaigua, N. Y.
State Normal School, Geneseo, N. Y., 1887.
- Bernard Cronson.....New York City
College of the City of New York, A.B., 1884; New York University,
Pd.M., 1899.
- Thomas Hatfield Currie.....Piermont, N. Y.
Harvard University, A.B., 1891; M.A., 1893.
- Thomas Adrian Curtis.....New York City
College of the City of New York, A.B., 1896.
- John Francis Daly.....Brooklyn, N. Y.
St. John's College, A.B., 1894.
- Effie Lynch Danforth.....Ann Arbor, Mich.
University of Michigan, Ph.B., 1897; State Normal School,
Ypsilanti, Mich., A.M., 1898.
- *Mary R. Davis.....Bridgeport, Conn.
- Bernard Joseph Devlin.....New York City
College of the City of New York, A.B., 1888; College of St. Francis
Xavier, A.M., 1893; New York University, Pd.M., 1898.
- Ada Elizabeth Dickerson.....Bullville, N. Y.
State Normal School, Oswego, N. Y., 1896.
- *Mary B. Dillon.....Belmont, N. Y.
State Normal School, Fredonia, N. Y., 1896.
- Thomas Martin Donohue.....New York City
College of the City of New York, B.S., 1894.

- *John Joseph Dowling.....New York City
 Elsie Earle.....New York City
 New York City Normal College, 1888.
 Daniel Thomas Edwards.....Brooklyn, N. Y.
 Trinity College, A.B., 1892; New York University, Pd.D., 1899.
 Annie Catherine Elliott.....Brooklyn, N. Y.
 New York City Normal College, 1895.
 Sara Elizabeth Elliott.....Brooklyn, N. Y.
 New York City Normal College, 1889.
 *Daniel Budd Evans.....Rockaway, N. J.
 *Anne Jane Farley.....New York City
 Mary Isabella Feath.....New York City
 New York City Normal College, 1899.
 Sidney Grant Firman.....Piermont, N. Y.
 State Normal School, Oneonta, N. Y., 1893.
 *Mary Elizabeth Flynn.....New York City
 New York City Normal College, 1877.
 Solomon Wordsworth Fox.....New York City
 College of the City of New York, A.B., 1897.
 Minnie A. Fuller.....New York City
 New York City Normal College, 1888.
 Lois Lillian Gaskill.....Wilson, N. Y.
 State Normal School, Oswego, N. Y., 1892.
 Christina Gautier.....Jamaica, N. Y.
 Caroline Rose Gipner.....New York City
 New York City Normal College, 1887.
 *Grace Glazer.....Fairmount, N. J.
 Centenary Collegiate Institute, Hackettstown, N. J., 1900.
 Pauline Goerlich.....Stapleton, S. I.
 New York City Normal College, 1886.
 Israel Edwin Goldwasser.....New York City
 College of the City of New York, B.S., 1897; M.S., 1900.
 George Kamholtz Gombarts.....New York City
 College of the City of New York, A.B., 1897.
 Henry H. Reynolds Goodrich.....New York City
 Arthur Treat Gorton.....New York City
 New York University, B.S., 1891.
 Julius Gottlieb.....New York City
 New York University College, 1901.

- *Fannie Scott Grady.....New York City
New York City Normal College, 1874.
- *Emily Augusta Green.....Elizabeth, N. J.
Julia Adelaide Green.....Long Island City, N. Y.
Sarah Greer.....New York City
New York City Normal College, 1877.
- *Ida Jane Guiles.....New York City
New York City Normal College, 1881.
- *Edward Hugo GumbartEast Norwalk, Conn.
Lulu Augusta Halliday.....New York City
New York City Normal College, 1891.
- *Alice Frances Halpin.....Yonkers, N. Y.
State Normal School, Albany, N. Y., 1885.
- *Joseph Alfonso Haniphy.....Brooklyn, N. Y.
New York University College.
- Ada Van Stone Harris.....Newark, N. J.
State Normal School, Albany, N. Y., 1881.
- Theresa Harris.....New York City
New York City Normal College, 1895.
- Agnes Mercedes Harrison.....Brooklyn, N. Y.
New York City Normal College, 1890.
- Rosalie Heggi.....New York City
New York City Normal College, 1879; New York University,
Pd.M., 1899.
- Catherine Helion.....New York City
New York City Normal College, 1887.
- Catherine Regina Hickey.....Laurel Hill, L. I.
New York City Normal College, 1880.
- Abner Toothaker Hinckley.....Farmington, Me.
Bates College, A.B., 1898.
- Elizabeth Josephine Hofer.....New York City
New York City Normal College, 1877.
- Jane Forsyth HollyBrooklyn, N. Y.
New York City Normal College, 1879.
- George Fisher Howland.....New York City
State Normal School, New Paltz, N. Y., 1897.
- *Charles De Forest Hoxie.....Yonkers, N. Y.
Margaret Maria Hughes.....New York City.
New York City Normal College, 1876.

- Gertrude Belle Hunter.....Weedsport, N. Y.
State Normal School, Oneonta, N. Y., 1899.
- Alice Jackson.....New York City
New York City Normal College.
- *Lillian Jackson.....Long Island City, N. Y.
- Jennie Clara Keene.....Brooklyn, N. Y.
- Ella Keith... ..New York City
New York City Normal College, 1889; New York University,
Pd M., 1899.
- Harriet Hopkins Keith.....New York City
New York City Normal College, B.S., 1886; Pd.B., 1895.
- Mary Elizabeth Kerrigan.....New York City
New York University, Pd.M., 1896.
- Elvin Sydney Ketchum.....Lockwood, N. Y.
New York University College, 1901.
- Walter Asa Keyes.....New York City
New York University, B S., 1890.
- Edward Francis Kilcoin..... New York City
State Normal College, Albany, N.Y., 1891.
- Carl W. KinkeldeyNew York City
College of the City of New York, A.B., 1893.
- Margaret Knox.....New York City
New York City Normal College, 1885.
- Mary Deane Knox.....Bedford Park, N. Y.
New York City Normal College, 1892.
- William Adolph KottmanNew York City
College of the City of New York, B.S., 1886; Columbia University,
LL.B., 1889.
- David Layton.....New York City
Rutgers College, B.S., 1894.
- Jacob Lazarowitz.....New York City
College of the City of New York, A.B., 1899.
- Ida Babette LindheimerNew York City
New York City Normal College, 1875; New York University,
Pd.M., 1900.
- Lizzie Adele Long.....New York City
New York City Normal College, 1882.
- *Maude Luckey.....Port Jervis, N. Y.
State Normal School, New Paltz, N. Y., 1896.

- Leslie Otis Lynch.....New York City
State Normal School, Oneonta, N. Y., 1895.
- Mary Beatrice Mahoney.....New York City
New York City Normal College, 1882.
- Jane Corlett Mammel.....Brooklyn, N. Y.
New York City Normal College, 1885.
- *Julian Mandel.....Brooklyn, N. Y.
- *May Axford Martin.....Newark, N. J.
- Olga Marx.....New York City
New York City Normal College, A.B., 1899.
- Cornelia Eliza MacMullan.....South Orange, N. J.
State Normal School, West Chester, Pa., 1893.
- Eudora Mather.....Prescott, Ariz.
State Normal School, Geneseo, N. Y., 1896.
- Anna McArdle.....Brooklyn, N. Y.
New York City Normal College, 1875.
- Elizabeth Mary McArdle.....Brooklyn, N. Y.
New York City Normal College, 1878.
- Kate McKee.....New York City
New York City Normal College, 1881.
- Edward Joseph McNally.....New York City
College of the City of New York, B.S., 1893; New York University,
LL.B., 1895.
- *Mary Elizabeth McQuirk.....Ozone Park, N. Y.
- Mary McSwyny.....Brooklyn, N. Y.
New York City Normal College, 1889.
- Edith Ryckman Meade.....Brooklyn, N. Y.
Wellesley College, A.B., 1897.
- *Mary Metzger.....Long Island City, N. Y.
New York City Normal College, 1878.
- Virginia Fairfax MiddletonNew York City
New York City Normal College, 1883.
- William Reynolds Miller.....Daugherty, Tex.
Central Normal College, A.B., 1891.
- *Katharine Brown Minor.....Honesdale, Pa.
- *Eleanor Alice Morison.....New York City
New York City Normal College, 1876.
- Lizzie Ione Neale.....New York City
New York City Normal College, 1874.

- George Freer Norton.....New York City
State Normal School, New Paltz, N. Y., 1889.
- William Whiteley Nutting.....New York City
State Normal School, Winona, Minn., 1888.
- Mary Janet Clancy O'Neil Brooklyn, N. Y.
- Harry Oppenheimer.....New York City
New York University College, 1901.
- Francis Hugh Joseph PaulLong Island City, N. Y.
College of the City of New York, A.B., 1897.
- Ellen Morgan Phillips.....New York City
New York City Normal College, 1890.
- Lyman Crandall Pierce.....Yonkers, N. Y.
Syracuse University, A.B., 1888; A.M., 1891.
- William Franklin Porter.....New York City
State Normal School, Millersville, Pa., 1881.
- *Grace Eleanor Pratt.....Gloversville, N. Y.
State Normal School, Albany, N. Y., 1888.
- *Emma Louise Preece.....New York City
- James Albinus Rafferty.....New York City
College of the City of New York, A.B., 1897
- Daniel Conrad Reber.....Bernville, Pa.
Juniata College, A.B., 1897.
- Thomas Joseph Regan.....New York City
Holy Cross College, Mass., A.B., 1897.
- John Stacey Roberts.....New York City
College of the City of New York, B.S., 1895.
- William F. Robinson.....Elizabeth, N. J.
New York University, Pd.M., 1900.
- David P. Roche.....New York City
Manhattan College, A.B., 1898.
- Loretto Marie Rochester.....Jersey City, N. J.
New York University, Pd.M., 1897.
- Christina Logan Roe.....New York City
Provincial Normal School, Toronto, Canada, 1889.
- *Amelia Roeder.....Astoria, N. Y.
New York City Normal College, 1878.
- Ellis L. RossenNew York City
College of the City of New York, A.B., 1898.

- *Abraham Rudy.....New York City
Polytechnische Vorschule, Riga, Russia, 1884.
- Adda Pearl Sackett.....Sidney, N. Y.
State Normal School, Oneonta, N. Y., 1899.
- Jerohn Joseph Savitz.....Boonton, N. J.
Illinois Wesleyan University, Ph.B., 1893; Ursinus University,
A.M., 1894; New York University, Pd.M., 1899.
- Bernhard David Saxe.....New York City
College of the City of New York, B.S., 1899.
- Henry Wisner Saxe.....New Canaan, Conn.
State Normal School, Oswego, N. Y., 1893.
- *Maggie Ellen Scanlon.....New York City
- Amelia Schaller.....New York City
New York City Normal College, 1885.
- Oswald Schlockow.....New York City
College of the City of New York, B.S., 1894; New York Univer-
sity, Pd.M., 1898.
- Burt Philo Seelye.....New York City
New York University, Pd.M., 1900.
- Catherine Sheehan.....Woodhaven, N. Y.
Provincial Normal School, Toronto, Canada, 1886.
- Lula Veronica Sheehan.....Victoria Mills, N. Y.
State Normal College, Albany, N. Y., 1892.
- Leah Sherwood.....Napanee, Canada
Toronto University, A.B., 1897; Ontario Normal College, 1898.
- *Margaret Mary Slattery.....New York City
- *Gardner Johnson Snyder.....Norwood, N. J.
- Herman Joshua Sonnenberg.....New York City
State Normal School, Trenton, N. J., 1897.
- Marguerite Amelie Speckel.....New York City
New York City Normal College, A.B., 1896.
- George Frederick Stahl.. ..Long Island City, N. Y.
College of the City of New York, B.S., 1897.
- De Keller Stamey.....Kingsbridge, N. Y.
State Normal School, Shippensburg, Pa., 1883; State Normal
School, Millersville, Pa., B.S., 1890.
- Amos Frank Stauffer.....Chatham, N. J.
Lafayette College, A.M., 1891.
- *William Henry Steegar.....Closter, N. J.

- Estella Sternglanz.....New York City
New York City Normal College, 1887; New York University.
Pd.M., 1899.
- Henrietta Sternglanz.....New York City
New York City Normal College, 1887; New York University,
Pd M., 1899.
- Plowden Stevens, Jr.....New York City
College of the City of New York, B.S., 1888.
- Laura Stork.....New York City
New York City Normal College, 1876.
- Mary Elizabeth Stowe.....Scitico, Conn.
Mount Holyoke College, A.B., 1893; State Normal School, New
Britain, Conn., 1899.
- *Bella Strauss.....New York City
New York City Normal College, 1881.
- Edward Du Bois Stryker.....New York City
New York University, Pd.M., 1900.
- Eugenia Beatrice Sullivan.....New York City
New York City Normal College, 1885.
- Paul Thimm.....Jersey City, N. J.
University, Koenigsberg i. Pr., 1893.
- *Elizabeth M. Tierney.....Kingsbridge, N. Y.
New York City Normal College, 1881.
- Matilda Dorothy Toerner.....New York City
New York City Normal College, 1886.
- Mabel Towner.....New York City
New York City Normal College, A.B., 1896.
- Hermie Frances Trost.....New York City
New York City Normal College, 1898.
- Morris Crawford Valentine.....New York City
College of the City of New York, A.B., 1896.
- Ernest Allen Van VleckRed Creek, N. Y.
Cornell University, B. Arch., 1897.
- Mary Adela Waldo.....Potsdam, N. Y.
State Normal School, Potsdam, N. Y., 1876; New York University.
Pd.M., 1900.
- Alice Jennie Walker.....Stafford Springs, Conn.
Mt. Holyoke College, A.B., 1897.
- *Amelia Malvina Walker.....Yonkers, N. Y.

- Ida Louise Wanckel.....New York City
New York City Normal College, 1899.
- Morgan Washburn.....New York City
State Normal School, Oswego, N. Y., 1878.
- Annette Catherine Watt.....Brooklyn, N. Y.
New York City Normal College, 1895.
- Caroline Augusta Watters.....New York City
Claverack College, A.B., 1875.
- Thaddeus Sherman Wells.....St. Albans, N. Y.
State Normal School, New Paltz, N. Y., 1891.
- Anna Margaret Wenstink.....New York City
New York City Normal College, 1896.
- Walter Dewey Wheat.....New York City
Williams College, A.B., 1884.
- William T. WhitneyNew York City
State Normal School, New Paltz, N. Y., 1894.
- Jennie Dolores Williams.....New York City
New York City Normal College, 1887.
- Adelaide Victoria Wright.....New York City
New York City Normal College, 1886.
- Anna Young.....New York City
New York City Normal College, 1879.

* Special student.

The Council of the University

The Council of New York University, incorporated the 13th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One fourth of the members go out of office each year on the first Monday of November, when their successors are elected by the council.

Officers of the Council

President—WILLIAM A. WHEELOCK

Vice-President—GEORGE ALEXANDER, D.D.

Secretary—ISRAEL C. PIERSON, PH.D.

Treasurer—WILLIAM F. HAVEMEYER

Roll of the Council

DATE OF ELECTION.		EXPIRATION OF TERM.
1871.	WILLIAM A. WHEELOCK	1902
1881.	WILLIAM LORING ANDREWS.....	1902
1882.	LEMUEL SKIDMORE	1904
1883.	WILLIAM S. OPDYKE.....	1903
1884.	SAMUEL SLOAN.....	1901
1884.	DAVID BANKS.....	1901
1887.	GEORGE ALEXANDER, D.D.....	1903
1890.	ISRAEL C. PIERSON, PH D	1903
1890.	WILLIAM F. HAVEMEYER.....	1902
1891.	HENRY M. MACCRACKEN, D D., LL.D.....	1902
1892.	CHARLES R. FLINT	1902
1892.	JOHN P. MUNN, M.D.....	1904
1893.	CHARLES R. OTIS.....	1903
1895.	MARCELLUS HARTLEY.....	1901
1896.	JAMES MCCREERY	1904
1896.	CYRUS C. MILLER.....	1904
1897.	W. WHEELER SMITH.....	1901
1898.	JOHN J. TUCKER.....	1901
1898.	FRANK J. GOULD.....	1904
1898.	WILLIS FLETCHER JOHNSON	1903
1898.	THOMAS E. GREACEN.....	1903
1898.	DAVID H. MCALPIN.....	1901
1898.	HENRY VAN SCHIAICK.....	1902
1899.	WILLIAM M. KINGSLEY	1902
1899.	CHARLES A. GARDINER.....	1901
1900.	JAMES G. CANNON.....	1902
1900.	JOHN REID, D.D.....	1903
1900.	ANDREW H. GREEN.....	1904
1900.	MALTBIE D. BABCOCK, D.D.....	1904

The Woman's Advisory Committee*

President—MRS. HENRY DRAPER

Vice-President—MISS HELEN M. GOULD

Secretary—MRS. EUGENE SMITH

Treasurer—MRS. C. A. HERTER

Term expiring 1900

MRS. HENRY DRAPER

MRS. EDWARD C. BODMAN

MRS. LEWIS H. LAPHAM

MRS. WILLIAM W. HERVY

Term expiring 1902

MRS. EUGENE SMITH

MRS. RICHARD M. HOE

MRS. J. LOWRIE BELL

MRS. GEORGE F. BAKER

Term expiring 1901

MISS HELEN M. GOULD

MRS. JOHN P. MUNN

MRS. RUSSELL SAGE

MISS OGDEN JONES

Term expiring 1903

MISS EMILY O. BUTLER

MRS. ALEXANDER

MRS. C. A. HERTER

MRS. WELCOME G. HITCHCOCK

MRS. DAVID DOWS, JR.

* In 1890 the Council of the University, recognizing that the enrollment of graduate students included the names of several women as candidates for the Doctorate in Philosophy, and recognizing further that the School of Pedagogy just founded was likely to enroll women students in equal numbers with men, deemed it expedient that the Council should have the co-operation of representative women in the promotion of the University's work for women, and accordingly established the Woman's Advisory Committee.

University Heights

In November of 1890 a movement was inaugurated to enlarge the work of the University by the securing of a new site for the University College, the School of Engineering, and the Graduate School (in part). On July 1, 1891, a site was secured, extending from Sedgwick Avenue to Aqueduct Avenue, immediately south of the new University Avenue (placed on the map of the city at the request of the University), which avenue is also called East 181st Street.

The single tract included in the College Campus comprises over twenty-two acres. In addition to this is a boat-house site on the water front. Further, the University has purchased several adjoining parcels in order to restrict the neighborhood against nuisances, and to secure sites for Fraternity Houses, professors' residences, and the like. The general verdict of the public who visit University Heights places it second in beauty to no other University site in the world.

Directory of the University

Administration Offices, Washington Square

H. M. MACCRACKEN, LL.D., *Chancellor*

L. J. TOMPKINS, LL.M., *Registrar*

AT UNIVERSITY HEIGHTS

University College [1832]

HENRY M. BAIRD, LL.D., *Dean*

WILLIAM K. GILLET, A.M., *Secretary*

School of Applied Science [1862]

CHARLES H. SNOW, C.E., SC.D., *Dean*

POMEROY LADUE, B.S., *Secretary*

Summer School [1895]

ROBERT W. HALL, M.A., M.E., *Chairman*

AT WASHINGTON SQUARE, EAST

University Law School [1835]

CLARENCE D. ASHLEY, LL.D., *Dean*

ISAAC F. RUSSELL, LL.D., *Secretary*

Graduate School [1886]*

J. DYNELEY PRINCE, PH.D., *Dean*

POMEROY LADUE, B.S., *Secretary*

School of Pedagogy [1890]

CHARLES G. SHAW, PH.D., *Secretary*

Woman's Law Class [1890]

ISAAC F. RUSSELL, LL.D., *Senior Lecturer.*

School of Commerce, Finance, and Accounts [1900]

CHARLES WALDO HASKINS, C.P.A., *Dean*

LEON BRUMMER, C.P.A., *Secretary*

AT EAST TWENTY-SIXTH STREET AND FIRST AVENUE

University and Bellevue Hospital Medical College [1841]

EDWARD G. JANEWAY, M.D., LL.D., *Dean*

HERMANN M. BIGGS, M.D., *Secretary*

EGBERT LE FEVRE, M.D., *Cor. Secretary*

AT 141 WEST FIFTY-FOURTH STREET

New York American Veterinary College [1899]

ALEXANDER F. LIAUTARD, M.D., V.M., *Dean*

The University Library is at University Heights, with branches for Law and Pedagogy at Washington Square.

* All graduate courses in Science are at University Heights.

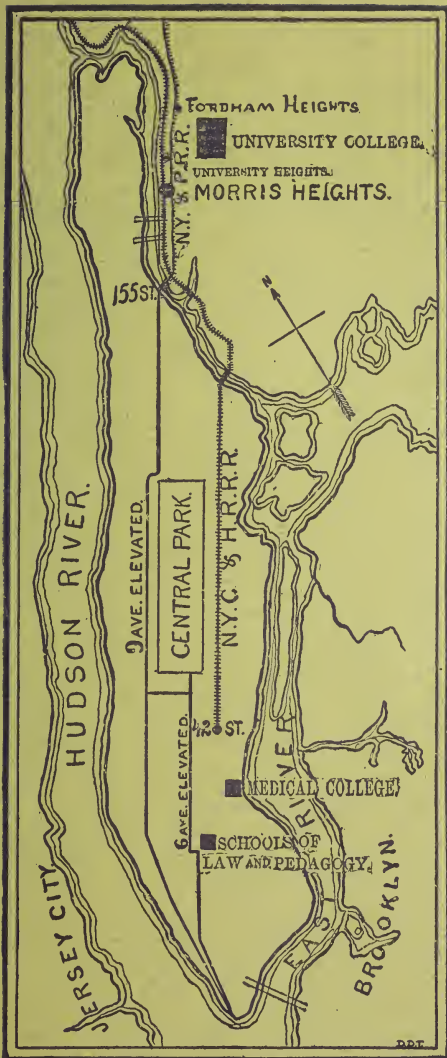
UNIVERSITY ENROLLMENT, 1900-1901

The enrollment of the three University Faculties and the ten University Schools is as follows for the past year:

	Professors.	Adjunct Professors.	Lecturers.	Instructors.	Assistants.	Total Faculty.	Students.
I. UNDER FACULTY OF ARTS AND SCIENCE.							
1. College	28	2	9	7	2	48	233
2. Graduate School							212
3. School of Applied Science							87
4. School of Pedagogy							206
5. School of Commerce.	13	..	1	..	..	..	67
6. Summer School.	12	..	..	..	..	..	113
II. UNDER FACULTY OF LAW.							
7. University Law School	11	..	1	3	..	15	601
8. Woman's Law Class. . . . .	..	..	4	..	..	..	64
III. UNDER FACULTY OF MEDICINE.							
9. University Medical College.	39	..	9	9	38	95	279
10. Veterinary College	12	2	2	..	3	19	42
IV. UNDER THE GENERAL FACULTY.							
11. Library (Librarian and Assistants) . . . . .	..	..	..	..	..	9	..
Total	115	4	26	19	43	186	1,904
Deduct for names counted twice. . . . .	..	..	..	..	..	..	80
							1,824

In the above total "auditors" are not reckoned. Of these a large number are in attendance in 1900-1901 in the various schools of the University.

UNIVERSITY HEIGHTS is seventeen minutes from Forty-second Street by the Hudson River Railway, and about forty minutes by the Sixth Avenue Elevated and New York and Putnam Road.



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NEW YORK UNIVERSITY

BI-WEEKLY BULLETIN

VOL. III.

MAY 1, 1903.

No. 6

UNIVERSITY
SCHOOL
OF PEDAGOGY

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

PUBLISHED TWICE A MONTH, EXCEPT FROM AUGUST TO DECEMBER,
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NEW YORK CITY

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Entered at the Post Office at New York, N. Y., as second-class matter March 8, 1901,
under Act of July 16, 1894.

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L. J. TOMPKINS, J.D., *Registrar*

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THOMAS W. EDMONDSON, PH.D., *Secretary*
School of Applied Science [1862]
CHARLES H. SNOW, C.E., SC.D., *Dean*
POMEROY LADUE, B.S., *Secretary*
Summer School [1895]
ROBERT W. HALL, M.A., M.E., *Chairman*
MARSHALL S. BROWN, M.A., *Secretary*

AT WASHINGTON SQUARE, EAST

University Law School [1835]
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ISAAC F. RUSSELL, LL.D., *Secretary*
Graduate School [1886]
DANIEL W. HERING, PH.D., *Dean*
POMEROY LADUE, B.S., *Secretary*
[NOTE.—All graduate courses in Science are at University Heights.]
School of Pedagogy [1890]
J. P. GORDY, PH.D., LL.D., *Acting Dean*
JAMES E. LOUGH, PH.D., *Secretary*
Woman's Law Class [1890]
CLARENCE D. ASHLEY, LL.D., *Senior Lecturer*
School of Commerce, Finance, and Accounts [1900]
JOSEPH F. JOHNSON, A.B., *Dean*

AT EAST TWENTY-SIXTH STREET AND FIRST AVENUE

University and Bellevue Hospital Medical College [1841]
EDWARD G. JANEWAY, M.D., LL.D., *Dean*
HERMANN M. BIGGS, M.D., *Secretary*
EGBERT LE FEVRE, M.D., *Cor. Secretary*

AT 141 WEST FIFTY-FOURTH STREET

New York-American Veterinary College [1899]
ALEXANDER F. LIAUTARD, M.D., D.V.S., *Dean*
WM. J. COATES, M.D., D.V.S., *Secretary*

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ADVERTISEMENT

Attention is called to the appendix of this circular which contains an announcement of a new movement by New York University in aid of the School of Pedagogy. This movement consists in opening, mainly at Washington Square, of College Extension Courses to be carried on in chief part by members of the Faculty of the College of Arts and Science. These courses are to be as nearly as possible identical with the courses given in the College at University Heights. Their successful completion is to be marked by the conferment of the degree of Bachelor of Science in pedagogy (B.S.). This degree is intended to place those who shall have earned it upon a parity in the School of Pedagogy with students who have received the baccalaureate in other Colleges of Arts and Science. It will be observed that for admission to this College, graduation from a State Normal School or its equivalent, will be demanded. Thus the students, when admitted to this College, are reckoned to have completed in a measure the work of the sophomore year. The work remaining to be done is estimated as the equivalent of two years of fifteen hours of class work each week.

The establishment of these College Extension Courses justifies the University in demanding as a prerequisite of the degree of Master of Pedagogy after the year 1905, the attainment of the baccalaureate degree in Arts or Science. It is hoped that before the beginning of the College year in September, provision will be announced for a number of scholarships or part scholarships to meet

in deserving cases the whole or a portion of the tuition charges in these College courses

The way has not been made clear at this date for the election by the University of a Dean of the Faculty of Pedagogy. At the special request of the Chancellor who has been Acting Dean of the Faculty for two years, Dr. J. P. Gordy, the senior professor has consented, notwithstanding his preference for escaping burdensome administrative duties, to serve as Acting Dean for the next year. Prof. James E. Lough, Ph.D., has been elected Secretary of the Faculty.

Attention is called to the enlargement of the teaching force, especially by the following names: Principal Myron T. Scudder of the New Paltz Normal School, Lecturer upon Modern Methods in Pedagogy and on School Organization; Principal Percival Chubb, upon Methods of Teaching English; Miss Caroline T. Haven, upon Kindergarten Methods. Further additions are being planned.

The attention of teachers living west of New York who purpose to attend the National Educational Association at Boston, July 6th, is called to the provision respecting return railway tickets. This provision permits their use up to September 1st, thus enabling teachers who desire, to spend six weeks at the University Summer School.

University Building, Washington Square,
NEW YORK, May, 1903.

New York University

SCHOOL OF PEDAGOGY



ANNOUNCEMENTS FOR THE FOURTEENTH YEAR,
BEGINNING SEPTEMBER 26, 1903

WASHINGTON SQUARE, NEW YORK CITY

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Calendar, 1903-1904

1903.		
Sept. 26,	Saturday,	Enrollment, Formal Opening, 10.30 A.M.
Sept. 28,	Monday,	Lectures begin.
Oct. 24,	Saturday,	Last Day for Registration.
Nov. 26-28,	Thurs. to Sat., inclusive,	Thanksgiving Recess.
Dec. 19,	Saturday,	Christmas Recess begins, 1.15 P.M.
1904.		
Jan. 4,	Monday,	Lectures begin.
Jan. 22,	Friday,	First term ends.
Feb. 12,	Friday,	Lincoln's Birthday.
Feb. 22,	Monday,	Washington's Birthday.
March 26,	Saturday,	Spring Recess begins, 1.15 P.M.
April 1,	Friday,	Theses for Doctorate due.
April 4,	Monday,	Lectures begin.
May 9-14,	Monday to Saturday,	Final Examinations.
May 16, 17,	Monday and Tuesday,	Final Examination for candidates for Doctor's degree.
June 2,	Thursday,	COMMENCEMENT.

Term and Vacations

The year begins on Saturday, September 26, 1903, and ends on Saturday, May 14, 1904. Lectures are given and conferences conducted from Mondays to Saturdays inclusive, but are intermitted on all legal holidays falling within the scholastic year.

Faculty

HENRY M. MACCRACKEN, D.D., LL.D.,
Chancellor.

J. P. GORDY, PH.D., LL.D.,
Acting Dean; Professor of the History of Education.

ROBERT MACDOUGALL, PH.D.,
Professor of Descriptive Psychology.

JAMES E. LOUGH, PH.D.,
Secretary; Professor of Experimental Psychology and of Methods.

FREDERICK MONTESER, PH.D., PD.D.,
Lecturer on Comparative Study of National School Systems and on Sociology in Relation to Education.

LINNÆUS EDFORD LA FÉTRA, B.A., M.D.,
Lecturer on Physiological Pedagogics.

CHARLES GRAY SHAW, PH.D.,
Lecturer on Ethics.

MYRON T. SCUDDER, A.M.,
Lecturer on Modern Educational Theory and School Organization.

PERCIVAL CHUBB,
Lecturer on Methods of Teaching English.

CAROLINE T. HAVEN,
Lecturer on Kindergarten Methods.

JOHN J. STEVENSON, PH.D., LL.D.,
Lecturer on the Theory and Practice of Teaching Natural History.

DANIEL W. HERING, PH.D.,
Lecturer on the Theory and Practice of Teaching Physics.

FRANCIS HOVEY STODDARD, PH.D.,
Lecturer on the Theory and Practice of Teaching English.

MORRIS LOEB, PH.D.,
Lecturer on the Theory and Practice of Teaching Chemistry.

ERNEST GOTTLIEB SIHLER, PH.D.,

Lecturer on the Theory and Practice of Teaching Latin.

POMEROY LADUE, B.S.,

Lecturer on the Theory and Practice of Teaching Mathematics.

MARSHALL S. BROWN, M.A.,

Lecturer on the Theory and Practice of Teaching History.

CHARLES L. BRISTOL, PH.D.,

Lecturer on the Theory and Practice of Teaching Biology.

LAWRENCE A. McLOUTH, B.A.,

Lecturer on the Theory and Practice of Teaching German.

LESLIE J. TOMPKINS, M.S., J.D.,

Registrar.

FRANCES M. WOODWARD,

Assistant in the Library.

GENERAL STATEMENT

The conception of a School of Pedagogy, for graduate work, instituted as an organic part of the University, and equal in rank to other professional schools, originated in the request of several mature teachers for instruction in higher pedagogy. After a satisfactory preliminary test, continuing for four years, of the practicability of this idea, the School of Pedagogy of New York University was established by the University Council on March 3, 1890.

Aim

The aim of the School of Pedagogy is to furnish thorough and complete professional training for teachers. For this purpose it brings together all that bears upon pedagogy from the history of education, from descriptive, experimental and educational psychology, from the science of medicine, from ethics, from philosophy, from logic, from sociology, from the principles and art of teaching, and from a comparative study of different national systems of education. It unifies this knowledge into a body of pedagogical doctrine, and points out its application to the practical work of the educator.

The plan of the institution places it upon the same basis as that of the best schools of law, medicine, and theology. The work is of distinctively university grade, and graduates of colleges and normal schools, and others of equal experience and maturity, will find in this school opportunity for the thorough study of Pedagogy.

The University appropriately marks the successful completion of required work by the conferment of the degrees of Master and Doctor of Pedagogy.

Location and Facilities for Instruction

The School of Pedagogy now occupies the ninth floor of the new University Building on Washington Square, East. The entrance to the rooms of the School is at the north end of the building, on Waverley Place. Twenty-one rooms are provided for the offices, the library and reading-room, lecture and assembly rooms, the psychological laboratory, etc. By means of a generous gift made for the purpose by a friend of the University, a room, overlooking Washington Square, has been beautifully decorated and furnished, and is set apart as a social room for the use of the students.

The greatest care has been taken in securing the best light and ventilation for the rooms occupied by the school. The outlook from the windows commands a view of a large part of the metropolis and the neighboring cities of New Jersey. The building is made the headquarters of several organizations of teachers—the Society for the Comparative Study of Pedagogy, the Alumni Association of Doctors of Pedagogy, the New York Council of Education, and the Society for the Discussion of Practical School Problems.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are being constantly added.

The Astor Library, 283,000 volumes, is within three minutes' walk of the University Building. The Library of the Academy of Medicine contains among its large collection many valuable books necessary in pedagogical study and research, and to be found in no other library of the city. These great libraries are open free to all students of the School.

Matriculation

(a) Graduates of recognized Colleges of Arts and Science are matriculated on presentation of their diplomas.

(b) Graduates of State Normal Schools, higher course, and of certain approved institutions of high standing may be matriculated.

Students applying for matriculation under clause (b) must present in addition to their diplomas a detailed statement of their academic and professional training.

(c) Teachers of experience with irregular credentials of high grade may be matriculated on passing such examinations as the Faculty may require.

Students applying for matriculation under clause (c) must present themselves not later than October 1, 1903.

Students matriculating hereafter under clause (b) must present thirty hours of work of a collegiate grade in addition to the courses required on page 11 before they can become candidates for a degree in the School of Pedagogy. Of these thirty hours, at least five must be presented in Philosophy and Psychology. Such collegiate courses are provided in the College Extension Courses announced in this Bulletin (page 25), and may be pursued in conjunction with courses in the School of Pedagogy. Students not possessed of a Bachelor's degree or its equivalent may not become candidates for the professional degrees in Pedagogy, but may earn a Professional Certificate specifying the work done by them.

Students enrolling under clause (c) may be matriculated upon the successful completion of such additional work as the Faculty may require.

Directions for Registration

Applicants for admission to the School should submit their applications and credentials to the Secretary of the Faculty, if possible, before the formal opening of the School, which will be on Saturday, September 26, at 10.30 A.M.

Students admitted to the School will be provided with a card signed by the Secretary. Upon the presentation of this card and the payment of the enrollment fee to the Registrar, the student will receive an enrollment blank. Upon this must be inserted (1) the student's name, address, etc.; (2) the list of courses elected by him for the year; (3) the Dean's approval of this election. Any change in the courses elected must have the approval of the Dean.

The offices of the School will be open for the reception of applications and credentials on and after September 21, from 10 A.M. to 5 P.M.

Members of the Faculty will be at the School daily on and after September 21 for consultation in regard to the election of courses.

Requirements for the Master's Degree

Fourteen hours of attendance each week for the College Year is required to earn the degree of Master of Pedagogy (Pd.M.). These hours must include Courses 1, 3, 4, 5, 7 and 16, together with five additional hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing two years' successful experience in teaching.

Requirements for the Doctor's Degree

In addition to the Master's Degree eleven hours of attendance each week for the College Year is required in order to earn the degree of Doctor of Pedagogy (Pd.D.). These hours must include Courses 6, 8, 13, 14, 30, 31 (or 32), and two hours of Method, together with three hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing three years' successful experience in teaching.

Those who have taken Course 9 (now omitted) are credited with any three of the eleven required hours towards the Doctorate.

Thesis for the Doctorate

For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," shall be delivered to the Secretary of the Faculty *not later than April 1* preceding the Commencement at which the conferment of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval before the third Saturday of October of the same academical year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern to be seen in the School of Pedagogy Library.

Final Examination for Doctor's Degree

Candidates for the doctorate must successfully pass an oral examination before the Faculty of the School. Candidates shall be eligible for this examination only after the acceptance of the doctoral thesis. The examination shall occupy not less than one hour's time and shall be concerned with the following topics: a, the subject matter of the thesis presented by the candidate; b, the general history of the period with which the thesis is concerned (if the latter be historical in character); c, the history and principles of education; d, psychological theory.

Fees

An enrollment fee of \$5 is payable upon the presentation of the admission card to the Registrar; but this sum is refunded to the student upon payment of the fee for instruction.

The fee for instruction in each course of two hours a week \$15 for the year, and in each course of one hour a week \$10 for the year, payable before the first day of December. All fees are to be paid to the Registrar of the University, and no registration is complete until the payment of the required fee is made.

The graduation and diploma fee for each degree is \$10.

Living Expenses

Students can obtain good board, including room, for \$6 and upward per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Secretary of the School.

Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500, founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHPROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$200 a year. By special act of the University, each endowed fellowship or scholarship includes free tuition during the year of appointment, beginning in 1900-1901. Each of the other scholarships yields to the holder of the same the cost of tuition for one year.

Candidates for Endowed Scholarships in the School of Pedagogy, New York University, will note the following conditions:

The applicant must state his age, and submit his scholastic and professional record in full, showing what branches of study he has pursued and with what success, what degrees he has won, what positions he has filled and with what success, together with testimonials of character and of ability to profit by rigid university study of pedagogy.

The applicant must be of sound health and free from any physical infirmity.

The applicant must state whether it is his intention to pursue studies at the University School of Pedagogy for one or for two years. Applicants entering for the entire course of resident study for two years will receive preference over applicants who wish to enter for one year.

The holder of an endowed scholarship is not permitted to engage in giving instruction, to take other courses than those prescribed in the School of Pedagogy, or to engage in any service to which there is remuneration, unless by written permission of the Chancellor and the Dean.

Holders of scholarships must reside in New York City or vicinity during the academic year. They may each be called upon by the Faculty to spend not over one hour daily, outside of their class hours, in assisting the Librarian.

The violation of any of these conditions immediately vacates the scholarship.

One-third of the annual value of the scholarship is paid on the 15th day of December, one-third on the 15th day of March, and the remaining third on the 5th day of June.

Holders of scholarships are not exempt from the payment of the annual enrollment fee of \$5.

Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 1.

Employment for Teachers

The Secretary of the Faculty will communicate with Boards of Trustees and Superintendents of schools who may be seeking teachers well equipped in Pedagogy as principals or superintendents of public schools, or as teachers in colleges, normal schools, training schools, etc., etc. Students seeking such positions are invited to furnish data in regard to their work to the Secretary.

OUTLINE OF INSTRUCTION

For full description see the following pages. The courses are classified in five groups :

I. PSYCHOLOGY AND PHYSIOLOGY

- 3. Descriptive Psychology. Professor MacDougall.
- 17. Physical and Mental Development. Professor MacDougall.
- 18. Education of the Central Nervous System. Professor MacDougall.
- 20. Social Psychology. Professor MacDougall.
- 11. Laboratory Psychology. Professor Lough.
- 12. Educational Psychology. Professor Lough.
- 5. Physiological Pedagogics. Dr. La Fêtra.

II. PHILOSOPHY AND ETHICS

- 4. History of Ancient and Mediæval Philosophy. Professor Gordy.
- 13. History of Modern Philosophy. Professor Gordy.
- 21. Logic. Professor Lough.
- 10. Ethics. Professor Shaw.
- 16. Sociology. Dr. Monteser.

III. HISTORY OF EDUCATION

- 1. History of Education. Professor Gordy.
- 6a. Educational Classics. Greek and Roman. Professor Gordy.
- 6b. Educational Classics. Modern. Professor Gordy. (Not given 1903-04.)
- 31. Research in History of Education. Professor Gordy.

IV. SCIENCE OF PEDAGOGY

- 7. Modern Educational Theory. Principal Scudder.
- 8. School Organization. Principal Scudder.
- 14. Comparative Study of National School Systems. Dr. Monteser.
- 30. Philosophy of Education. Professor Gordy.
- 32. Research in Educational Problems. Professor Lough.

V. PRACTICE OF TEACHING. (METHODS.)

- 22. General Method. Professor Lough.
- 23. Methods in Geography. Professor Lough.
- 24. Methods in English. Mr. Chubb.
- 25. Kindergarten Methods. Miss Haven.
- 29. Conference Courses in the Theory and Practice of Teaching Natural History, Physics, English, Chemistry, Latin, Mathematics, History, Biology and German.

Schedule of Lectures, 1903-1904

HOURS	3-45-4-45	4-45-5-45
Monday.....	12. Educational Psychology.	16. <i>Sociology</i> . 22. METHOD. First term. 23. Methods in Geography. Second term.
Tuesday.....	4. <i>History of Ancient Philosophy</i> . 24. Methods in English. Second term.	1. <i>History of Education</i> . 25. Kindergarten Methods. Second term.
Wednesday.....	12. Educational Psychology. 17. Mental Development.	3. <i>Descriptive Psychology</i> . 22. METHOD. First term. 23. Methods in Geography. Second term.
Thursday.....	11. Laboratory Psychology. 20. Social Psychology. 24. Methods in English. Second term.	11. Laboratory Psychology. 20. Social Psychology. 25. Kindergarten Methods. Second term.
Friday.....	6A. EDUCATIONAL CLASSICS.	1. <i>History of Education</i> .
HOURS	9.15-10.15	10.15-11.15
Saturday.....	5. <i>Physiological Pedagogy</i> . 13. HISTORY OF MODERN PHILOSOPHY.	7. <i>Modern Educational Theory</i> . 10. Ethics. 14. NATIONAL SCHOOL SYSTEMS. 17. Mental Development. 32. Researches in Educational Problems.
		11.15-12.15
		12.15-1.15
		3. <i>Descriptive Psychology</i> . 8. SCHOOL ORGANIZATION.

EXPLANATION.—(1) Courses required for Master's Degree are in italics.

(2) Additional courses required for Doctor's Degree are in small capitals.

(3) Elective courses are in Roman.

(4) Candidates may offer for the Master's Degree courses required for the Doctor's Degree.

I. Psychology and Physiology

3. Descriptive Psychology

PROFESSOR MACDOUGALL

2 hours a week. Wednesday, 4.45 to 5.45 ; Saturday, 12.15 to 1.15

The aim of this course is to make the student acquainted with the processes of the normal human mind, and to train him in the methods of psychological observation and study. Toward the end of the term a brief consideration will be given to the chief types of abnormal mental condition. The work of the course will consist of lectures, prescribed reading and the preparation of themes and reports of literature. The course of lectures will be based upon the systematic study of a text-book of psychology. Citations of literature will be given in connection with the topics discussed. The written exercises will consist of the report of introspective studies intended to introduce the student to the concrete problems with which the psychologist has to do.

This course presupposes that the student has already taken a course in the Outlines of Psychology.

17. Physical and Mental Development

PROFESSOR MACDOUGALL

2 hours a week. Wednesday, 3.45 to 4.45 ; Saturday, 11.15 to 12.15

This course forms an introduction to the study of development in the child and the race. I. The general phenomena of growth in the human individual. Increase in height, weight and resistance to fatigue ; general and localized structural changes and co-ordinated activities ; rate, irregularities and limits of growth ; old age ; relation of growth to food, exercises, etc. ; mal-nutrition, arrest of growth and developmental diseases. II. The physiological conditions of mental growth. Structure and functions of the nervous system ; architecture of sensory and motor mechanisms and the relation of their growth and co-ordination to mental life. III. The mental development of the individual. Pre-organized tendencies ; impulsive movements ; imitation, spontaneous and voluntary ; increase in variety of function and capacity for resistance. Infant activities, the child mind, adolescence, the normal mind in maturity. IV. The derivation of mental characters. The factors of heredity and training. Physical inheritance, recapitulation and variation. Evolution of the mechanisms of sensation and movement. Mental inheritance, range of factors and methods of study ; mental stability and variation ; extension of function and habit forming.

The course of study will consist of lectures, prescribed reading and the presentation and discussion of reports upon assigned topics. No single text book will be used, but a series of works will be read in whole or in part.

18. Conference Course: Education of the Central Nervous System.

PROFESSOR McDOUGALL

1 hour a week. Saturday, 10.15 to 11.15

In this course the bearing of sensory and motor training upon the general activity of the organism will be discussed. It will begin with an outline of the structure and functions of the nervous system and its development in the individual. The nature of nervous excitement and the "diffusive wave," the reflex arc and the formation of consistent paths of motor discharge in habit, will be studied in their relation to the rise of co-ordinated motor activities. The expression of character in movements will be considered, and the bearing of motor training upon practical problems of school method and discipline. The results of and analysis of the normal process of adaptation and self-control in education will be applied to the problem of the treatment of nervous and defective children, with a view to supplementing from a psychological standpoint the discussion which this question received in Course 5.

The value of motor training, instruction in the industrial arts, gymnastics and drill, will finally be considered in relation to problems of general education; the teaching of method, precision and responsibility in physical movements, and the manipulation of materials, together with the extension of these habits by indirect education to life general.

20. Social Psychology

PROFESSOR McDOUGALL

2 hours a week. Thursday, 3.45 to 5.45

In this course general psychological principles will be applied to the study of the social relations of the self, and the influences which determine action and feeling in the individual as a member of a group. Three chief topics will be taken up. First, the psychological self: its dependence upon social relationship; reflection of social consciousness in individual judgments; rivalry of social ideals in self-development. Second, the process of development in relation to social factors: suggestion and imitation; inventiveness and dependence; reaction and opposition. Third, social groups and their characteristics: mob-conscious-

ness and action, its manifestation and effects in the child and the adult ; social delusions and manias ; tradition and caste. Social idealizations and their relation to individual action, the family, class and state ; the relation of the social self to the moral and religious consciousness. The course presumes an acquaintance with the data and methods of systematic psychology. The reading for this course will be selected in connection with each topic discussed, and upon the reports of such literature the class work will be largely based.

11. Laboratory Psychology

PROFESSOR LOUGH

2 hours. Thursday, 3.45 to 5.45

This course is intended to give a knowledge of the methods and results of experimental psychology. The experiments will be performed by the class in small and separate sections. The work for the first term will be devoted to standard experiments as an introduction to experimental methods. During the second term the class will take up the investigation of a limited number of special problems connected with educational psychology.

The course is open only to those who have taken, or are taking, Course 3, or its equivalent.

12. Educational Psychology

PROFESSOR LOUGH

2 hours a week. Monday and Wednesday, 3.45 to 4.45

The aim of this course is to select for special study those topics in psychology which have the most important and widest application to the detailed work of education, and to train the student in psychological criticism. The course comprises such topics as the natural and artificial conditions which determine the growth of the typical forms of mental life as they may be found in school children, the formation and foundations of various principles of teaching, and the problems of methods, the use of ordinary school statistics in educational investigations, etc. The latter part of the course deals with the mental processes and results involved in the various school studies, and attempts to determine the relative values of the studies of the typical school curriculum. This course will provide opportunity for students to make original studies in educational psychology along those lines in which they may have special interest.

This course is open only to those who have taken, or are taking, Course 3, or its equivalent.

5. Physiological Pedagogics—The Relation of Medicine to Pedagogy

DR. LA FÉTRA

1 hour a week. Saturday, 9.15 to 10.15.

Chemical and biological constituents of the human body. Development of the body from a single cell. Anatomy and physiology of the digestive and excretive tissues; the blood; the neuro-muscular system. The physiology of growth and development as determined by anthropometry, and its relation to the education of children and adolescents. The nature and effects of physical training. Fatigue and its manifestations. Tendencies to special diseases—inherited and acquired. The diseases of mal-nutrition. Faulty postures and deformities. The nervous diseases of development. Training of the mentally deficient. Diseases of the eye and ear, with tests to ascertain defects of vision and hearing. Communicable diseases, their nature and modes of propagation. Means of preventing disease. Disinfection. School hygiene. In this course the physiological side of child study—the importance of nutrition—is emphasized.

II. Philosophy and Ethics

4. History of Ancient and Medieval Philosophy

PROFESSOR GORDY

1 hour a week. Tuesday, 3.45 to 4.45

This course makes a brief survey of the history of philosophy from its beginnings in Greece to the Renaissance. Its primary aim is to make clear the relation between the course of philosophic thought during this period, and the progress of culture in general, and of educational theory and practice in particular.

13. History of Modern Philosophy

PROFESSOR GORDY

1 hour a week. Saturday, 9.15 to 10.15

This course treats of the history of philosophy from the Renaissance to the present time, in so far as it bears on the progress of science and of education. It is open only to students who have taken Course 4.

21. Logic

PROFESSOR LOUGH

1 hour a week. Saturday, 10.15 to 11.15

This course aims to give a systematic view of logic as a mental discipline and to show its practical application in securing the proper division and the orderly treatment of topics of thought. Special attention will be given to the logical steps involved in teaching.

10. Ethics

PROFESSOR SHAW

1 hour a week. Saturday, 11.15 to 12.15

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight.

The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

16. Sociology in Relation to Education

DR. MONTESER

1 hour a week. Monday, 4.45 to 5.45

The aim of this course is to lead the student to view society as a vast and complex organism, to study in a general way its structure and functions, and to see the relation of education to the other great divisions of social activity.

Some of the chief topics treated are: The need of a social science, especially from the teacher's point of view. Preparation for such a science. The school a social institution. The organic concept of society. In what sense may the school be called an organism? The family as the primary social group, its history, functions, and pathology. Social aggregates. Structural significance of the public school system. The school as a social communicating apparatus. Its relation with the other communicating channels, as the press, public platform, etc. Social psychology. Social reforms. Care of the abnormal, dependent, and delinquent classes, with special reference to the treatment of children.

Throughout the course the observation of the student's own social environment is stimulated, and history, as well as current events, is largely drawn upon for illustrations, with a view to giving the student a clear and concrete grasp of the fundamental principles of the science.

III. History of Education

I. History of Education

PROFESSOR GORDY

2 hours a week. Tuesday and Friday, 4 45 to 5 45

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticise educational systems and theories in the light of what is regarded as sound educational doctrine. It thus seeks to give the culture that results from an acquaintance with the moving forces of civilization, and at the same time to lay a broad and deep foundation for professional insight and professional work.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples, it glances rapidly at the civilizations of the Orient, and then makes a detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it, which enabled the Romans to build up the Roman Empire. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of education in the Middle Ages, and points out how the principle of authority, which was its most marked characteristic, had its counterpart in the Roman Church on the one hand, and the Holy Roman Empire on the other. It discusses the various causes—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristic of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a résumé of the educational principles collected during the survey of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine. Students are advised to study the history of ancient and mediæval philosophy before taking this course.

6a. Educational Classics

PROFESSOR GORDY

1 hour a week. Friday, 3 45 to 4 45

This course makes a study of the most celebrated pedagogical

writings of ancient times. Parts of Plato's *Republic*, Plato's *Laws*, Xenophon's *Cyropædia*, Aristotle's *Politics* and Quintilian's *Education of an Orator* are critically studied. The aim is to trace the connection between the philosophic views of the writers and their educational ideals; to show the relation between those ideals and the civilization of the period, on the one hand, and, on the other, the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, Course 1. It will be given only in alternate years.

6b. Educational Classics

PROFESSOR GORDY

1 hour a week. Not given 1903-1904

This course makes a study of the most celebrated pedagogical writings of modern times. Montaigne's *Essays*, Locke's *Thoughts on Education*, Rousseau's *Emile*, Spenser's *What Knowledge is of Most Worth*, Froebel's *Education of Man*, Herbart's *Outlines of Educational Doctrine* are critically examined. The object aimed at is (1) to ascertain their inner consistency; (2) their relation to the civilizations of their times; and (3) the elements which they contribute to sound educational philosophy. This course will be open only to those who have taken, or are taking, Course 1, and will be given only on alternate years.

31. Research in the History of Education

PROFESSOR GORDY

1 hour a week, Hour to be announced

This course will take up some period in the history of education. The period selected will depend largely on the wishes of the class, and make a detailed and extended study of it. It is designed especially for those who are preparing to teach the history of education in normal schools and colleges.

IV. Science of Pedagogy

7. Modern Educational Theory

MR. SCUDDER

2 hours a week. Saturday, 10.15 to 12.15

This course will include a careful discussion of the Theory of Education in relation to the entire field of instruction. The greater part of

the course, however, will be occupied with the practical problems that concern recent advance movements in education.

The course will also deal specifically with the varied phases of educational activity that have grown out of the purpose of civilized nations to give all people everywhere opportunities for mental, moral, physical and social self-improvement. The possibilities of the school as a social center in rural and village communities and in cities will be carefully considered. Among other subjects discussed will be the home study movement, college and university extension courses, industrial and trade institutions, schoolships, schools connected with factories, mills and stores, the educational work of the Y. M. C. A. and other similar organizations, vacation schools, school farms, and summer schools.

The study will be accompanied by visits of observation followed by written or oral reports, discussion and the presentation of briefs and theses by individual students on assigned topics.

8. School Equipment, Organization and Management.

MR. SCUDDER

1 hour a week. Saturday, 12.15 to 1.15

1. School buildings and building sites, lighting, heating, ventilation, sanitation, furniture, and equipment discussed with reference to the best standards and the reasons which determine these. The practical application of these standards.

2. A study of the courses of instruction, methods of teaching, working directions, grading, management and administration of individual schools, and of school systems. The study will be accompanied by visits of observation followed by written or oral reports, discussion, and the presentation of briefs and theses by individual students on assigned topics.

3. Discussions concerning outside interests of teachers and pupils, societies, athletics, observance of special days, organization of social center activities.

14. Comparative Study of National School Systems

DR. MONTESER

1 hour a week. Saturday, 11.15 to 12.15

Historical and descriptive study of the national systems of education of Germany, France, and England, with reference to the social, political, and ecclesiastical conditions of those countries. The principal topics considered are: The relation of Church and State to the

problem of popular education. School administration and supervision. The training and status of teachers. Character and scope of elementary education. Recent reforms in secondary education. Education of women. Technical, commercial, and industrial education. Higher education.

The work is carried on by lectures, supplemented by independent investigations on part of the students. Each member of the class is expected either to investigate the school system of some country not mentioned above, or to make a careful comparative study of some special topic with reference to the three countries mentioned above.

As the comparison between American and foreign educational conditions and problems is kept in view throughout the course, the students should be familiar with the general state of education in this country.

30. Philosophy of Education

PROFESSOR GORDY

1 hour a week. Saturday, 10.15 to 11.15

This course seeks to ascertain as definitely as possible the end that education should seek to realize, and then considers the means that ought to be employed in attaining it. The question of means is considered from both the subjective and the objective points of view. In connection with the former a careful study is made of those impulses of the child that make education possible, and especially of imitation, and the Herbartian doctrine of interest is critically examined. In connection with the latter, a critical study is made of school curricula, correlation, concentration, and allied topics. The intention is to show that neither side of the two-fold nature of man should be lost sight of in any stage of his development; that from the kindergarten to the university and professional schools the work of the student ought to be arranged with a view to preparing him to serve society more effectively, and at the same time, to enabling him to attain to the utmost fullness and completeness in his own inner life.

32. Research in Educational Problems

PROFESSOR LOUGH

1 hour a week. Saturday, 11.15 to 12.15

In this course opportunity is afforded for the scientific investigation of educational problems. The subjects taken up by each student will be determined after consultation. Special permission is required for enrollment.

V. Practice of Teaching

22. General Method

PROFESSOR LOUGH

2 hours a weeks for the first term. Monday and Wednesday, 4.45 to 5.45

This course will begin with a discussion of the psychological and pedagogical principles determining the general method of teaching. Following this General Method will be developed and applied to the teaching of Arithmetic, Geography, Grammar, History, Literature, etc. The educational value of the various studies in primary and secondary schools will be considered in order to determine the pedagogical steps to be followed in the development of each, and the means by which its highest value is secured.

The course will consist of lectures, reports and informal discussions.

23. Methods in Geography

PROFESSOR LOUGH.

2 hours a week during the second term. Monday and Wednesday,
4.45 to 5.45

This course will discuss the general principles underlying the teaching of geography. Some of the chief topics treated are: The general scope and educational value of geography. The organization of the subject-matter of geography into simple and logically related groups. The special methods of teaching certain groups, etc. The work of the course will consist of lectures, reports and discussions. It is open only to students who have taken Course 22.

24. Course on the Methods of Teaching English

MR. PERCIVAL CHUBB

2 hours a week. Tuesday and Thursday, 3.45 to 4.45

The course will elaborate and supplement the treatment of this subject in the Instructor's work on "The Teaching of English," and will include such topics as the appraisal and selection of material for reading, study and memorizing; the vocal interpretation of literature; the steps of progression in oral and written composition; the use of models in relation to inventiveness and originality; the place and development of formal work in language and grammar; the study of biography and literary history; the correlation of English with other subjects of the curriculum. The handling of these topics will be concrete and illustrative. A certain amount of reading and of written work in the form of notes, reports, etc., will be required.

25. Kindergarten Methods

MISS HAVEN

2 hours a week during the second term. Tuesday and Thursday,
4.45 to 5.45

The course aims to present a general survey of Kindergarten Methods and to show their relation to the school. Some of the topics for consideration will be: A study of the stages of development in the child with special emphasis on the periods of infancy and early childhood. Play and its manifestations. The history of the kindergarten movement and the evolution of Froebel's Gifts and Occupations. Value of these materials and their relation to other toys. The fostering of the child's social impulses. The organized game. Rhythm and music. The Nature interest. The function of the story. Imitation and creativeness. Environment as related to plans of work. The literature of the kindergarten with some study of Froebel's works. The present status of the kindergarten in this country. The work will be carried on by lectures, discussions, and readings.

- 29a. Conference Course in the Theory and Practice of Teaching Natural History.
- 29b. Conference Course in the Theory and Practice of Teaching Physics.
- *29c. Conference Course in the Theory and Practice of Teaching English.
- 29d. Conference Course in the Theory and Practice of Teaching Chemistry.
- 29e. Conference Course in the Theory and Practice of Teaching Latin.
- 29f. Conference Course in the Theory and Practice of Teaching Mathematics.
- 29g. Conference Course in the Theory and Practice of Teaching History.
- *29h. Conference Course in the Theory and Practice of Teaching Biology.
- *29i. Conference Course in the Theory and Practice of Teaching German.

These courses will consider the preparation and organization of subject-matter and the general and special methods of presentation in each study. Special permission is required for enrollment.

Courses marked (*) will be given 1903-1904, provided the course be elected by five or more students.

Courses in Pedagogy Given in the University Summer School

The following courses given in the University Summer School 1903, may be credited towards the degrees in the School of Pedagogy :

- Descriptive Psychology.** Professor McDougall. 60 hours.
Physical and Mental Development. Professor McDougall. 30 hours.
Experimental Psychology. Professor Lough. 30 hours
Educational Psychology. Professor Lough. 30 hours.
Principles of Education. Professor Lough. 30 hours.
Methods in Modern Languages. Professor McLouth. 30 hours.
Methods of Teaching English. Professor Hale. 20 hours.
***Kindergarten Methods.** Mrs. Maria Kraus-Boelté. 30 hours.
Logic and Philosophy. Professor Shaw. 30 hours.
Ethics. Professor Shaw. 30 hours.

* Will be given two hours daily for three weeks beginning July 13.

All courses are given daily, except Saturday, from July 8 until August 18.

Details of these courses are given in the Bulletin of the Summer School.

College Extension Courses of New York University

Upon October 1, 1903, the College Extension of New York University will be opened in the University Building, Washington Square, New York City.

General Statement

The College Extension of New York University will aim to accomplish two objects: First, to present a large number of College courses to teachers who have graduated from Normal Schools but who have not taken a Baccalaureate College degree. This will help these students to pursue their work in the School of Pedagogy upon an equal footing with students who have taken such a degree. Second, to adapt the hours and subjects and methods of these College courses to the needs of those engaged in the teaching profession. The Laboratory Courses in Physics, Chemistry, Biology and Anatomy will be conducted in the College laboratories at University Heights on Saturday mornings. All other courses will meet in the School of Pedagogy, Washington Square, at such hours as each class shall agree upon at the first meeting. All courses are open to both men and women.

Admission

The requirements for admission shall be the equivalent of the completion of the Freshman and Sophomore years of approved Colleges, but the diploma of approved State Normal Schools (advanced course) will be accepted as fulfilling these admission requirements. Special students who cannot meet the admission requirements will be enrolled, but not as candidates for a degree.

Degree

The degree of Bachelor of Science will be conferred by the University upon students who successfully complete courses equivalent to thirty hours of work per week for one year.

Advanced standing may be secured upon the presentation of certificates for equivalent courses taken in other approved Colleges or in the University Summer School. At least fifteen hours, however, must be taken in the University.

Fees

For a 1-hour course.....	\$15.00
For a 2-hour course.. . . .	25.00
For a 3-hour course.....	35.00
Laboratory fee in Biology and Anatomy.....	5.00
Laboratory fee in Chemistry.....	10.00
Deposit in Laboratory Chemistry (to be returned upon the surrender of apparatus and the payment of breakage).....	2.00

All fees are to be paid to the Registrar of the University. One-half to be paid at enrollment; the second half on or before December 1st.

The time and place of the first meeting of each course will be posted on the bulletin-board of the School of Pedagogy before September 26.

The University reserves the right to withdraw any course for the year, at a date not later than October 15, in case the minimum enrollment for that course shall not have been completed by that date.

The courses in general will be the counterpart of the courses with corresponding titles offered in the University College at University Heights.

The following College Extension courses will be offered during 1903-1904 :

GROUP I.—LANGUAGE AND LITERATURE

- Greek** (Introductory Course). Professor Waters. 2 hours a week.
Greek (Attic Prose). Professor Waters. 2 hours a week.
Greek (Advanced Course). Professor Waters. 2 hours a week.
Latin (Special Course). Professor Sihler. 2 hours a week.
Rhetoric, 3. Professor Bouton. 2 hours a week (second term).
English Composition, 4. Professor Bouton. 1 hour a week.
English, 13. Shakespeare. Professor Stoddard. 2 hours a week (first term).
English, 12. History of English Literature. Professor Stoddard. 2 hours a week (first term).
English, 14. Nineteenth Century Literature. Professor Stoddard. 2 hours a week (second term).
German, 1 and 2. Professor McLouth. 2 hours a week.
German, 5 and 6. Professor McLouth. 2 hours a week.
German (Advanced Course). Professor McLouth. 2 hours a week.
French. (To be provided).

GROUP II.—PHILOSOPHY AND HISTORY

- Logic, 1.** Professor Lough. 1 hour a week.
Psychology, 5 and 11. Professor Lough. 2 hours a week.
Introduction to Philosophy (Special Course). Professor MacDougall. 2 hours a week.
Outlines of Philosophy, 7. Professor Shaw. 2 hours a week.
American History and Civics, 8. Professor Gordy. 2 hours a week.
Economics, 6. Professor Johnson. 2 hours a week.

GROUP III.—EXACT AND DESCRIPTIVE SCIENCE

- Algebra** (Special Course). Professor Ladue. 2 hours a week.
Geometry (Special Course). Professor Edmonson. 2 hours a week.
Physics (Special Course). Professor Hering. 2 hours a week.
Chemistry, 5 and 9. Professor Hall. 3 hours a week.
Chemistry, 18. Professor Loeb. 2 hours a week.
Biology, 3 and 4. Professor Bristol. 3 hours a week.
Anatomy, 5 and 6. Professor Bristol. 3 hours a week.

Roll of Students 1902-1903

- *George Walton Augustus Achenbach.....Boonton, N. J.
 Alice Ida Adams.....New York City
 State Normal School, Plattsburg, N. Y., 1895; State Normal
 School, Albany, N. Y., B.Pd., 1897; M.Pd., 1898.
 Helen AdamsMarathon, N. Y.
 State Normal School, Geneseo, N. Y., 1883.
 Marie Antoinette Agnew.....New York City
 New York City Normal College, B.A., 1901.
 Margaret Aitken.....Johnstown, N. Y.
 State Normal College, Albany, N. Y., 1895; New York University
 Pd.M., 1902.
 Elizabeth Mary Alderdice.....New York City
 Syracuse University, A.B., 1902.
 William Cremer AllenNew York City
 College of the City of New York, B.S., 1895.
 Gertrude ApplebyBrooklyn, N. Y.
 New York City Normal College, 1888.
 Eugenie Monica Archer.....New York City
 New York City Normal College, 1895.
 Felix Arnold.....New York City
 College of the City of New York, B.A., 1898; New York University,
 Pd.M., 1902.
 *Lola Monta Au.....New York City
 Georges Leon Augé.....New York City
 College d'Orleans.
 Margaret Ellen Bacon.....New York City
 New York City Normal College, 1881.
 *Mary Jane BakerBrooklyn, N. Y.
 State Normal School, Albany, N. Y., 1889.
 Laura Chadwick Barker.....New York City
 New York City Normal College, 1891.
 Mary Helena Barmore.....New York City
 New York City Normal College, A.B., 1893.
 Anne Teresa Barron.....New York City
 New York City Normal College, 1894.
 Reeves Dyer Batten.....Maywood, N. J.
 State Normal School, Trenton, N. J., 1901.

- Katherine Bauer..... New York City
New York City Normal College, 1899
- *Marie Louise Bayer.....Brooklyn, N. Y.
- Lewis Aurelius Beardsley.....Newark, N. J.
Cornell University, A.B., 1888.
- Alberta BeckerHunter's Land, N. Y.
State Normal School, Oneonta, N. Y., 1897.
- Theodore Meigs Bedwin.....Brooklyn, N. Y.
- Elizabeth Emily BirdseyeOneida, N. Y.
State Normal School, Oneonta, N. Y., 1898.
- Agnes Milliken Blakeley.....East Orange, N. J.
State Normal College, Albany, N. Y., 1892.
- *Florence Adelia BlanchardWhitman, Mass.
State Normal School, Bridgewater, Mass., 1884.
- Belle BleierNew York City
New York City Normal College, B.A., 1898.
- Harvey Ewart Bolton.....Paterson, N. J.
State Normal School, Geneseo, N. Y., 1891.
- Annie Matilda BowersBerkeley, Mass.
Boston Normal School, 1892.
- Grace BowtellBrooklyn, N. Y.
New York City Normal College, 1887.
- *Pauline Blanche Boyden.....Brooklyn, N. Y.
- Imogene Gordon Bradford.....New York City
New York City Normal College, 1895.
- Maurice Abram Brandt.....New York City
College of the City of New York, A.B., 1898; New York University,
LL B., 1902.
- George Percy A. Brayden.....Jersey City, N. J.
- Anna BrooksNew York City
Normal Training School, New Britain, Conn., 1900.
- Mabel Fannie Brown.....Dunkirk, N. Y.
State Normal School, Fredonia, N. Y., 1899.
- William B. Brubaker.....Brooklyn, N. Y.
State Normal School, Millersville, Pa., M.S., 1894.
- *Lilian Emma Buermeyer.....Brooklyn, N. Y.
- *Angie Burnett.....Bayonne, N. J.
- Agnes Golden BurnsNew York City
New York City Normal College, B.A., 1900.

- *Ellen Anastasia Burns.....Millbrook, N. Y.
State Normal School, New Paltz, N. Y. 1896.
- Jessie Alice Burr.....Boonville, N. Y.
Cornell University, B.S., 1893.
- Myrtis Ethel Burroughs.....Danielson, Conn.
State Normal School, Willimantic, Conn., 1901.
- *Anna Veronica Byrne Brooklyn, N. Y.
- Olinda Anne Camp.....New York City
New York City Normal College, 1887; New York University,
Pd.M., 1900.
- *Emma Campbell.....Jersey City, N. J.
- *Katherine Campbell.....East Northfield, Mass.
- Abner CassenNew York City
College of the City of New York, B.S., 1900.
- Elizabeth Irene Cassin.....New York City
New York City Normal College, 1895
- *Dorothy Margaret CatersonNew York City
- Walter Bateman Chamberlain Cedarville, N. J.
State Normal School, Trenton, N. J., 1900.
- John King Clark.....New York City
New York University, Pd.M., 1899.
- Agnes Clift.....Long Island City, N. Y.
New York University, Pd.M., 1902.
- Maud Close.....New Brighton, S. I.
State Normal School, Oswego, N. Y., 1900.
- Thomas Cochran Brooklyn, N. Y.
- Ida Coe.....Brooklyn, N. Y.
- Christopher Dwight Collins.....New York City
College of the City of New York, B.S., 1898.
- John Francis CondonNew York City
College of the City of New York, A.B., 1882.
- Katharine Angela Condon.....New York City
New York City Normal College, 1883.
- Benjamin Franklin Cooley.Oyster Bay, N. Y.
State Normal School, Brockport, 1883.
- Elizabeth Gertrude CooleyNew York City
New York City Normal College, 1891.
- David Birdsall Corson... Newark, N. J.
State Normal School, Trenton, N. J., 1884; New York University,
Pd.M., 1893.

- Margaret Veronica Costello.....New York City
New York City Normal College, 1900.
- Mary Frances Coughlan.....New York City
New York City Normal College, A.B., 1901.
- Dudley Kavanagh Coverley.....New York City
New York University, M.D., 1897.
- Martin Luther Cox.....Newark, N. J.
New York University, Pd.M., 1897.
- Rufina Allen CreginNew York City
New York City Normal College, 1878.
- Elizabeth May Culley.....Mount Morris, N. Y.
Buffalo Normal School, 1894.
- *Delia Cumiskey.....Modena, N. Y.
- Mary R. Davis.....Bridgeport, Conn.
- George Milland Davison.....Brooklyn, N. Y.
Cornell University, A.B., 1892.
- Lester Homer Decker.....White Plains, N. Y.
- James Burt Thomas Demarest.....New York City
New York University, Pd.M., 1898.
- Bernard Joseph Devlin.....New York City
College of the City of New York, A.B., 1888; College of St. Francis Xavier, A.M., 1893; New York University, Pd.M., 1898.
- Ada Elizabeth Dickerson.....Bullville, N. Y.
State Normal School, Oswego, N. Y., 1896.
- Charles Righter Dixon.....Closter, N. J.
State Normal School, Trenton, N. J., 1899.
- Thomas Martin Donohue.....New York City
College of the City of New York, B.S., 1894.
- *John Joseph Dowling.....New York City
- Lizzie Isabel Dowling.....New York City
New York City Normal College, 1886; New York University, Pd.M., 1902.
- *James Abraham Dugan.....Richmond Hill, N. Y.
- *Margaret Powers Duggan.....New York City
- Emma Dunning.....Newark, N. J.
Newark Normal School, 1877.
- Olga Edelstein.....New York City
New York City Normal College, 1901.
- *Marietta Eilhauer.....Brooklyn, N. Y.
State Normal School, Cortland, N. Y., 1899.

- Annie Catherine Elliott Brooklyn, N. Y.
New York City Normal College, 1895.
- Ida A. Elliott New York City
New York University, Pd.M., 1895.
- Sara Elizabeth Elliott Brooklyn, N. Y.
New York City Normal College, 1889.
- Daniel Ephraim Ewald Brooklyn, N. Y.
University of Michigan, B.A., 1888.
- Mary Finley Brooklyn, N. Y.
New York City Normal College, 1888.
- *Jennie May Firman Oneonta, N. Y.
State Normal School, Oneonta, N. Y., 1895.
- *Mina Firman. Oneonta, N. Y.
State Normal School, Oneonta, N. Y., 1892.
- Sidney Grant Firman Piermont, N. Y.
State Normal School, Oneonta, N. Y., 1893.
- Mary Ransom Fitzpatrick Albany, N. Y.
Cornell University, A.B., 1893.
- *Francis Hamlin Flagler Brooklyn, N. Y.
- Orrie Watson Flavelle Newark, N. J.
State Normal School, Trenton, N. J., 1899.
- *Sara Elizabeth Fletcher Erie, Pa.
- Catherine Agnes Foy New York City
New York City Normal College, 1898.
- *Mary Louise Freeman Saratoga Springs, N. Y.
State Normal School, Albany, N. Y., 1898.
- Henry Friedmann Brooklyn, N. Y.
College of the City of New York, B.S., 1898 ; New York University, M.A., 1902.
- Edna Marie Gafney New York City
New York City Normal College, 1901.
- Elizabeth Florence Gallagher Montclair, N. J.
Wellesley College, A.B., 1900.
- Elsie Gardner Stuyvesant, N. Y.
State Normal School, Oneonta, N. Y., 1899.
- Albert Warner Garritt Brooklyn, N. Y.
College of the City of New York, B.S., 1890.
- Harry Detleff Gerke Alpine, N. J.
State Normal School, Trenton, N. J., 1899.

- *Jacob Max Gershberg.....New York City
 Grace Glazer.....Fairmount, N. J.
 Centenary Collegiate Institute, Hackettstown, N. J., 1900; New
 York University, Pd.M., 1901.
- Charles Henry Gleason.....Newark, N. J.
 State Normal School, Trenton, N. J., 1898.
- Charles Glusker.....New York City
 College of the City of New York, A.B., 1900.
- Pauline Goerlich.....Stapleton, S. I.
 New York City Normal College, 1886.
- Israel Edwin Goldwasser....New York City
 College of the City of New York, B.S., 1897; M.S., 1900.
- *Ella Newman Goldwater.....New York City
 State Normal School, Slippery Rock, Pa., 1897.
- Alexander James Gordin.....New York City
- Arthur Treat Gorton.....New York City
 New York University, B.S., 1891.
- William Edward Grady.....New York City
 College of the City of New York, B.S., 1897; New York University,
 LL.B., 1900.
- Katharine Graham.....New York City
 New York City Normal College, B.A., 1901.
- Marion Graham.....New York City
 New York City Normal College, 1898.
- Jessie Lillian Gregory.....New York City
 New York City Normal College, B.A., 1900.
- Catherine Helen Greig.....New York City
 New York City Normal College, A.B., 1901.
- Ida Jane Guiles.....New York City
 New York City Normal College, 1881.
- Edward Hugo Gumbart.....East Norwalk, Conn.
- Rosalie Haas.....New York City
 New York City Normal College, 1898.
- Marie Louise Hagen.....New York City
 New York City Normal College, 1889.
- Albert Briggs Hall.....Tuckahoe, N. Y.
 State Normal School, Cortland, N. Y., 1897.
- Louisa Augusta Halliday.....New York City
 New York City Normal College, 1891.

- Evelyn Margaret HallockNew York City
New York City Normal College, A.B., 1896.
- Clarence Dayton HanfordNew York City
State Normal School, Oswego, N. Y., 1900.
- *Joseph Alfonso HaniphyNew York City
- *Adeline Louise Harding..... Hoboken, N. J.
Hoboken Normal School, 1880.
- Theresa Jonquil HarrisNew York City
New York City Normal College, 1895; New York University,
Pd.M., 1901.
- *Emily Hazard Hartnett Jersey City, N. J.
- *Thomas Chambers Harty..... ..Stapleton, S. I.
- Jane Miriam Hawkshaw.....New York City
New York City Normal College, 1901.
- *Elizabeth Mary Healy.....Kingston, Canada
Kingston Collegiate Institute, 1896.
- Rosalie Heggi.....New York City
New York City Normal College, 1879; New York University,
Pd.M., 1899.
- Louise Hellmuth.....Brooklyn, N. Y.
New York City Normal College, 1883.
- Edmund Roorke Hepner..... .. Woodruff, N. J.
State Normal School, Trenton, N. J., 1899.
- Emma Hertel.....Brooklyn, N. Y.
New York City Normal College, 1888.
- Catherine Regina Hickey..... ..Laurel Hill, L. I.
New York City Normal College, 1880.
- Hedwig Wilhelmina Dorothea Hilker.....New York City
New York City Normal College, 1893.
- *Lewis Wickes Hinc..... ..Oshkosh, Wis.
- Elizabeth Josephine Hofer.....New York City
New York City Normal College, 1877.
- Alfred Louis Hoffmann.....Brooklyn, N. Y.
College of the City of New York, A.B., 1891; New York University,
LL.B., 1896.
- Samuel HoffmanNew York City
College of the City of New York, A.B., 1896; New York University,
LLB., 1898.
- Charles Jerome Holland.....New York City

- John Henry Holloway.....New York City
College of the City of New York, B.S., 1898.
- Genevieve Holmes.....Warnerville, N. Y.
State Normal School, Oneonta, N. Y., 1900.
- Walter David Hopkins.....Brooklyn, N. Y.
Cornell University, A.B., 1893 ; Harvard University, Ph.D., 1902.
- George Fisher Howland.....New York City
State Normal School, New Paltz, N. Y., 1897.
- John Irving Howland.....New York City
State Normal School, New Paltz, N. Y., 1897.
- Charles De Forest Hoxie.....Yonkers, N. Y.
- Grace HubbardNew York City
New York City Normal College, 1895.
- *Arthur Raymond Hurlbut.....New York City
State Normal School, Cortland, N. Y., 1897.
- *Fannie Belle Iremonger.....Brooklyn, N. Y.
- Elizabeth Scott IrvingNew York City
New York City Normal College, 1884.
- Martin Joyce.....Richmond Hill, L. I.
- Joseph Kahn.....New York City
College of the City of New York, B.S., 1900.
- Theresa Kalisher.....New York City
New York City Normal College, 1894.
- Mildred Charlotte KastenbeinNew York City
New York City Normal College, 1897.
- Watson Frederick Keeney.....West New Brighton, S. I.
State Normal School, Oneonta, N. Y., 1900.
- Cora Reed Kellerhouse.....New York City
New York City Normal College, 1889.
- Nannie Kelting KellyNew York City
New York City Normal College, 1901.
- Mary Elizabeth Kenneally.....Middletown, Conn.
Wesleyan University, Ph.B., 1901.
- Frank Ewer Kerr.....Kingwood, N. J.
State Normal School, Trenton, N. J., 1902.
- Mary Elizabeth Kerrigan.....New York City
New York University, Pd.M., 1896.
- Walter Asa Keyes.....New York City
New York University, B.S., 1890.

- Emma Teresa Kielley.....Richmond Hill, L. I.
New York City Normal College, 1889.
- Edward Francis Kilcoin.....New York City
State Normal School, Albany, N. Y., 1891.
- Fred DeLancy King.....Lawrence, N. Y.
State Normal College, Albany, N. Y., 1882.
- *Kittie Eloise Kinne.....Syracuse, N. Y.
- Elizabeth Catherine Klein.....Brooklyn, N. Y.
New York City Normal College, 1888.
- Cora Evelyn Knox.....Brooklyn, N. Y.
New York City Normal College, A.B., 1893.
- Margaret Knox.....New York City
New York City Normal College, 1885; New York University,
Pd.M., 1901.
- William Krampner.....New York City
College of the City of New York, A.B., 1897.
- *Dorothy Kuntz.....New York City
- William Frederick Kurz, Jr.....New York City
College of the City of New York, B.S., 1894.
- Charles John Lagerwall.....New York City
College of the City of New York, B.S., 1900.
- Daniel Benjamin LaneSayville, L. I.
State Normal School, Oswego, N. Y., 1896.
- *William LaPointHoboken, N. J.
- *Mary Ann Larkin.....Richmond Hill, L. I.
- Charles Aloysius Lawrence.....Brooklyn, N. Y.
- Mary Lear....New York City
New York City Normal College, 1896.
- Caroline Wilhelmina Leeker.....Brooklyn, N. Y.
New York City Normal College, 1898; B.S., 1902.
- Caroline Agnes Levey.....New York City
New York City Normal College, 1896.
- Meyer LevyNew York City
College of the City of New York, B.S., 1892.
- Grace Suthers Lieblein.....New York City
New York City Normal College, 1897.
- Wilhelmina Malvina Longpre.....New York City
New York City Normal College, 1884.

- Jeremiah Charles Lucey..... New York City
State Normal School, New Paltz, N. Y., 1898.
- *Nellie McCain.....Hoboken, N. J.
- Ella Teresa McCueNew York City
New York City Normal College, 1886.
- Emma Eugenie McDonald..... New York City
New York City Normal College, 1889.
- Mary Isabelle McDonald..... New York City
New York City Normal College, 1880.
- *Mary Louise McDonnell.....Hoboken, N. J.
Hoboken Normal School, 1879.
- Kate McKee.....New York City
New York City Normal College, 1881.
- *Elizabeth Olivia McKeon.....Kingston, N. Y.
- John Clark McLauryEast Orange, N. J.
State Normal College, Albany, N. Y., Pd.B , 1895 ; Pd.M., 1898.
- *Elizabeth Maxwell Maclay.New York City
State Normal School, New Paltz, N. Y., 1900.
- *Mary Elizabeth Maclay.....Newark, N. J.
Newark Normal School, 1884.
- *Kathryn Agnes MacMahon.....Brooklyn, N. Y.
- Cornelia Eliza MacMullan.....South Orange, N. J.
State Normal School, West Chester, Pa., 1893 ; New York University, Pd.M., 1902.
- Mary Elizabeth McQuirk.....Huntington, N. Y.
- *Mary McSweeneyNew York City
- Mary McSwynyBrooklyn, N. Y.
New York City Normal College, 1889.
- Mary Beatrice Mahoney.....New York City
New York City Normal College, 1882.
- Jessie I. Malone... ..Baldwinsville, N. Y.
State Normal School, Cortland, N. Y., 1896.
- Jane Corbett MammelBrooklyn, N. Y.
New York City Normal College, 1885.
- *Julian Mandel.....Brooklyn, N. Y.
- Louis Marks.....New York City
College of the City of New York, B.S., 1896.
- Mary Emma Martin.....New York City
New York City Normal College, 1894.

- *May Axford Martin.....Newark, N. J.
 Olga MarxNew York City
 New York City Normal College, A.B., 1899.
 Peter Francis May.....Brooklyn, N. Y.
 Marion Jacob MayoCommerce, Tex.
 National Normal University, Lebanon, O., A.B., 1894; A.M., 1900;
 New York University, Pd.M., 1902.
 Ada Mary Meason.....New York City
 New York City Normal College, 1896.
 *Anna Isabelle MehargHoboken, N. J.
 Hoboken Normal School, 1886.
 Charles MentzelNew York City
 College of the City of New York, B.S., 1900
 Emma Louise Merz.....New York City
 New York City Normal College, 1892.
 *Mary Jean Miller.....Marshalltown, Iowa
 Katharine Brown Minor....Honesdale, Pa.
 New York University, Pd.M., 1902.
 Cecilia Anna Molloy.....New York City
 New York City Normal College, 1901.
 Albert Moncrief.....Newport, N. J.
 State Normal School, Trenton, N. J., 1898.
 *Annie Elizabeth Moore.....Hoboken, N. J.
 Hoboken Normal School, 1876.
 Ida MosherMissouri Valley, Iowa
 *Ernst MuellerNew York City
 Helen Alicia Mulvihill.....New York City
 New York City Normal College, A.B., 1901.
 Susan Clara MurphyNew York City
 New York City Normal College, 1896.
 William Whiteley Nutting.....New York City
 State Normal School, Winona, Minn., 1888.
 Anna Mary O'Bryan.....New York City
 New York City Normal College, 1897.
 Mary Ellen O'Farrell.....New York City
 New York City Normal College, 1880.
 Teresa Seraphine O'FarrellNew York City
 New York City Normal College, 1901.

- Charles Edwin O'Neill.....New York City
College of the City of New York, A.B., 1894; New York University,
LL.B., 1897.
- Mary Janet Clancy O'Neil Brooklyn, N. Y.
- *Louise Bahlor Onslow.....Port Ewen, N. Y.
- Melvin Charles Oppermann.....New York City
New York University College, 1900.
- William Howell Orr.....New York City
- Katharine Leonette Osincup.....West New Brighton, S. I.
State Normal School, Oneonta, N. Y., 1899.
- Florence Phyllis O'Sullivan.... ..New York City
New York City Normal College, B.A., 1899.
- Mary Loretto O'SullivanNew York City
New York City Normal College, 1886.
- Lulu Ella Packer.....Newark, N. J.
Wellesley College, B.A., 1901.
- John Robert Palmer.....Westbury Station, L. I.
State Normal School, Geneseo, N. Y., 1896.
- Wilhelmina Serena Palmertier.....Oceans, L. I.
State Normal School, Albany, N. Y., 1889.
- Alice Veronica Parle.....New York City
New York City Normal College, 1878.
- Amelia Frances Patterson.....Brooklyn, N. Y.
- Martha Huntingdon PattonOneonta, N. Y.
State Normal School, Oneonta, N. Y., 1901.
- Francis Hugh Joseph PaulLong Island City, N. Y.
College of the City of New York, A.B., 1897; New York University,
Pd.M., 1902.
- *Jules Marius PellerinNew York City
- Alice Bryant PerryWilburtha, N. J.
State Normal School, Trenton, N. J., 1883.
- Ellen Morgan Phillips.....New York City
New York City Normal College, 1890; New York University,
Pd.M., 1901.
- Harold Hough Phillips.....Bloomfield, N. J.
State Normal School, Trenton, N. J., 1901.
- Charles James Francis PickettNew York City
New York University, Pd.M., 1902.

- William Franklin Porter.....New York City
State Normal School, Millersville, Pa., 1881.
- Richard Linwood Powell.....Lyndhurst, N. Y.
- Florence Edna Powers.....Boonton, N. J.
- *Marie Antoinette Powers.....Bellmore, N. Y.
- Alexander LeFevre Pugh.....Elizabeth, N. J.
University of Pennsylvania, B.S., 1899.
- Katharine Quinn.....New York City
New York City Normal College, 1878.
- Agnes Genevieve Regan.....New York City
New York City Normal College, 1897.
- Mary Anastasia Regan.....New York City
New York City Normal College, 1883.
- *Jennie Reid.....Hoboken, N. J.
- Mary Ellen Reid.....New York City
New York City Normal College, 1881.
- Eleanor Simms Renne.....New York City
New York City Normal College, 1889.
- *Kurt Ernest Richter.....New York City
Addison Normal College, 1894.
- Clarence West Riley.....Trenton, N. J.
State Normal School, Trenton, N. J., 1899.
- *Monica Roche.....New York City
- Christina Logan Roe.....New York City
Provincial Normal School, Toronto, Canada, 1889.
- James Clarkson Rogers.....Brooklyn, N. Y.
Queens University, Kingston, Canada, B.A., 1894.
- Israel Kohn Rolands.....New York City
New York University, B.S., 1891.
- Charles Edward Rosenthal.....New York City
College of the City of New York, B.S., 1890.
- Ellis Lawrence Rossen.....New York City
College of the City of New York, A.B., 1898.
- Dora Ruhmann.....New York City
New York City Normal College, 1895.
- Adda Pearl Sackett.....Sidney, N. Y.
State Normal School, Oneonta, N. Y., 1899.
- Victor Marcus Salvator.....New York City

- Ida Sandman.....New York City
New York City Normal College, 1893.
- *Clara Sanger.....New York City
- Jerohn Joseph SavitzWestfield, N. J.
Illinois Wesleyan University, Ph.B., 1893; A.M., 1894; New
York University, Pd.M., 1899.
- Oswald Schlockow.....New York City
College of the City of New York, B.S., 1894; New York Univer-
sity, Pd.M., 1898.
- Frederick Schoedel, JrCorona, L. I.
College of the City of New York, A.B., 1896.
- Hedwig Schoenrock.....New York City
- *Lena Schwartzman.....New York City
- Charles Hatch Sears.....New York City
Colgate University, A.B., 1898; Columbia University, A.M., 1900;
Union Seminary, B D., 1901.
- Burt Philo Seelye.....New York City
New York University, Pd.M., 1900.
- Leah Sherwood.....New York City
Toronto University, A.B., 1897; Ontario Normal College, 1898.
- William Martin Simmons....New York City
State Normal School, Albany, N. Y., 1889.
- Frank DeWitt Simons.....Elmsford, N. Y.
State Normal School, Geneseo, N. Y., 1899.
- Adeline Elizabeth Simpson.....New York City
New York City Normal College, 1889; New York University
Pd.M., 1900.
- Emma Mabel Skinner.....New York City
New York City Normal College, 1899.
- Jennie Sklower.....New York City
New York City Normal College, 1887.
- Clarice Josephine Smith.....New York City
New York City Normal College, 1895.
- Mary Dunstone Smith.....Philadelphia, Pa.
Philadelphia Normal School, 1899.
- Gardner Johnson Snyder.....Norwood, N. J.
- Michael Druck Sohon.....New York City
Johns Hopkins University, Ph.D., 1895.

- Herman Joshua Sonnenberg.....New York City
State Normal School, Trenton, N. J., 1897; New York University,
Pd.M., 1901.
- Josephie Doraphe Spor.....New York City
New York City Normal College, A.B., 1892.
- De Keller Stamey.....Kingsbridge, N. Y.
State Normal School, Shippensburg, Pa., 1883; State Normal
School, Millersville, Pa., B.S., 1890.
- William Henry Steegar.....Closter, N. J.
- Martha Isabel Steffens.....New York City
New York City Normal College, 1885.
- Estella Sternglanz.....New York City
New York City Normal College, 1890; New York University,
Pd.M., 1899.
- Henrietta Sternglanz.....New York City
New York City Normal College, 1887; New York University,
Pd.M., 1899.
- *Mary Elizabeth Stone.....Jersey City, N. J.
- Laura Stork.....New York City
New York City Normal College, 1888.
- Bertha Strasburger.....New York City*
New York City Normal College, 1889.
- Edward DuBois Stryker.....New York City
New York University, Pd.M., 1900.
- Elizabeth Anderson Swift.....Bordentown, N. J.
State Normal School, Trenton, N. J., 1890.
- George Dwight Sykes.....Stony Point, N. Y.
- Dennis Francis Tarpey.....Brooklyn, N. Y.
St. Francis Xavier, B.S., 1892; A.M., 1893.
- Cecilia Anna Taylor.....New York City
St. Elizabeth's College, 1901.
- Mary Edith Taylor.....New York City
New York City Normal College, 1899.
- Gertrude Murray Elizabeth Telke.....New York City
New York City Normal College, A.B., 1901.
- Jacob Theobald, Jr.....New York City
College of the City of New York, A.B., 1898.
- Mae C. Thompson.....Tidioute, Pa.
State Normal School, Edinboro, Pa., 1894.

- Henrietta Clara ThorntonEast Orange, N. J.
New York City Normal College, 1878.
- Raymond Earling Tice.....Williamstown, N. J.
State Normal School, Trenton, N. J., 1902.
- *James Leo TobinBrooklyn, N. Y.
- *Grace Torrey.....New York City
State Normal School, Oneonta, N. Y., 1896.
- Hermie Frances Trost.....New York City
New York City Normal College, 1898.
- Ethel May Tunis.....Newark, N. J.
State Normal School, Trenton, N. J., 1899.
- Irvin Lee Tyler.....Mineola, L. I.
State Normal School, Jamaica, L. I., 1899.
- *Amelia Vail.....Mt. Vernon, N. Y.
State Normal School, Albany, N. Y., 1889.
- Agnes WallaceNew York City
New York City Normal College, 1878.
- Amelia Walseman.....New York City
New York City Normal College, 1888.
- Mary WalsemanNew York City
New York City Normal College, B.A., 1892.
- Florence Tyler Walters.....New York City
New York City Normal College, 1898.
- Olivia Stuart WaltersNew York City
New York City Normal College, 1901.
- *Clara Maude Ward.....Brooklyn, N. Y.
- Mary Florence Ward.....New York City
New York City Normal College, 1894.
- *Nina Belle Ward.....Chattanooga, Tenn.
- Tessie Frances Ward. New York City
New York City Normal College, 1886.
- *Elma Luola Warner. Brooklyn, N. Y.
- Annette Catherine Watt..... Brooklyn, N. Y.
New York City Normal College, 1895.
- Eli Witmer WeaverBrooklyn, N. Y.
State Normal School, Millersville, Pa., 1886.
- Olga Weikert.....Hauppauge, L. I.
State Normal School, Oneonta, N. Y., 1895.

- Jeannette Weinberg.....New York City
New York City Normal College, 1898.
- Sarah WeiserBrooklyn, N. Y.
New York City Normal College, 1890.
- Frances Adler Weiss.....New York City
New York City Normal College, 1879; New York University,
Pd.M., 1898.
- Rachel Hannah Wheeler.....Elizabeth, N. J.
- *Virginia Cecilia Wheeler..... West New Brighton, S. I.
State Normal School, New Paltz, N. Y.
- Florence Martha Whiteley.....Grahamsville, N. Y.
State Normal School, Oswego, N. Y., 1882.
- Alice Torrey WhyteJersey City, N. J.
State Normal School, Trenton, N. J., 1891.
- John Baptist Wiedinger....New York City
New York University, Ph.B., 1902.
- Etta Wilchinsky.....New York City
New York City Normal College, 1901.
- Julia Sarah Wiley.....Brooklyn, N. Y.
New York City Normal College, 1884.
- Rachel McNeir Wiley.....Brooklyn, N. Y.
New York City Normal College, 1879.
- Laura Isabel Willard.....New York City
New York City Normal College, 1899.
- Addie Darling Williams...Brooklyn, N. Y.
- Alida Serena WilliamsNew York City
New York City Normal College, 1877.
- Eleanor Elizabeth Williams.....New York City
New York City Normal College, 1900.
- Jennie Dolores Williams.....New York City
New York City Normal College, 1887.
- Mary Helen Williams.....New York City
State Normal School, Cortland, N. Y., 1897.
- Agnes WilsonGeneseo, N. Y.
State Normal School, Geneseo, N. Y., 1896.
- Stuart Wilson.....New York City
Cooper Union, B.S., 1898.
- Otilie Louise WollenhauptNew York City
New York City Normal College, 1893.

Eva Constance Wood.....	Orange, N. J.
New York City Normal College, 1886.	
Miriam Ramplin Wood.....	New York City
New York City Normal College, 1893.	
*Lottie Benson Woodward	New Rochelle, N. Y.
*Sherman Francis Worster.....	Sandy Hill, N. Y.
State Normal School, Oswego, N. Y., 1898.	
Rose Naomi Yager.....	New York City
State Normal School, Oswego, N. Y., 1888.	
Katharine Cecilia Young	Brooklyn, N. Y.
New York City Normal College, 1877.	
Frances Zellermyer.....	New York City
New York City Normal College, 1900.	
Maurice Louis Zellermyer.....	New York City
College of the City of New York, B.S., 1899.	
Simon Zevie.....	New York City
College of the City of New York, B.S., 1896 ; New York University, LL.B., 1902.	
Margaret Catherine Zillafro.....	Rixford, Pa.
State Normal School, Edinboro, Pa., 1891.	

SPECIALS.....68

TOTAL.....360

*Special Students.

The Council of the University

The Council of New York University, incorporated the 18th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One-fourth of the members go out of office each year on the first Monday of November, when their successors are elected by the council.

Officers of the Council

President—WILLIAM A. WHELOCK, LL.D.

Vice-President—GEORGE ALEXANDER, D.D.

Secretary—ISRAEL C. PIERSON, PH.D.

Treasurer—WILLIAM F. HAVEMEYER

Roll of the Council

DATE OF ELECTION.	EXPIRATION OF TERM
1871. WILLIAM A. WHELOCK, LL.D.....	1906
1881. WILLIAM LORING ANDREWS.....	1906
1882. LEMUEL SKIDMORE	1904
1883. WILLIAM S. OPDYKE.....	1903
1884. SAMUEL SLOAN.....	1905
1884. DAVID BANKS.....	1905
1887. GEORGE ALEXANDER, D.D.....	1903
1890. ISRAEL C. PIERSON, PH.D.....	1903
1890. WILLIAM F. HAVEMEYER.....	1906
1891. HENRY M. MACCRACKEN, D D., LL.D.....	1906
1892. JOHN P. MUNN, M.D.....	1904
1896. *JAMES MCCREERY	1904
1896. CYRUS C. MILLER.....	1904
1898. FRANK J. GOULD.....	1904
1898. WILLIS FLETCHER JOHNSON, L.H.D.....	1903
1898. THOMAS E. GREACEN.....	1903
1898. HENRY VAN SCHAICK.....	1906
1899. WILLIAM M. KINGSLEY	1906
1900. JAMES G. CANNON.....	1906
1900. JOHN REID, D.D.....	1903
1900. ANDREW H. GREEN.....	1904
1902. CHARLES STEWART SMITH, LL.D.....	1904
1902. GEORGE F. VIETOR.....	1905
1902. JOHN ROSS STEVENSON, D.D	1905
1902. WILLIAM R. RICHARDS, D.D....	1905

*Deceased.



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for
NEW YORK UNIVERSITY

SEP 11 1904
BI-WEEKLY BULLETIN

VOL. IV.

JUNE 15, 1904.

No. 11

New York University School of Pedagogy

ANNOUNCEMENTS

FOR THE

FIFTEENTH YEAR

1 9 0 4 - 1 9 0 5

UNIVERSITY BUILDING
WASHINGTON SQUARE, EAST, NEW YORK, N. Y.

Published at the University Building, Washington Square, East, on the first and fifteenth of each month, except from August to December, and entered at the New York Post Office as second-class matter under Act of July 16, 1894.

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Calendar, 1904-1905

1904.		
Sept. 24,	Saturday,	Enrollment, Formal Opening.
Sept. 28,	Wednesday,	Lectures Begin.
Oct. 31,	Monday,	Last Day for Enrollment.
Nov. 8,	Tuesday,	Election Day, Holiday.
Nov. 24-26,	Thurs. to Sat. inclus.,	Thanksgiving Recess.
Dec. 17,	Saturday,	Christmas Recess Begins, 1.15 P.M.
1905.		
Jan. 3,	Tuesday,	Lectures Resume.
Jan. 28,	Saturday,	First Term Ends.
Feb. 22,	Wednesday,	Washington's Birthday, Holiday.
April 1,	Saturday,	Theses for the Doctorate due.
April 15,	Saturday,	Spring Recess Begins, 1 P.M.
April 25,	Tuesday,	Lectures Resume.
May 19-27,	Friday to Saturday,	Final Examinations.
June 8,	Thursday,	Commencement.

THE SCHOOL OF PEDAGOGY

Faculty

HENRY M. MACCRACKEN, D.D., LL.D.,
Chancellor of the University.

THOMAS M. BALLIET, PH.D.,
Dean ; Professor of the Science of Education.

J. P. GORDY, PH.D., LL.D.,
Professor of the History of Education.

ROBERT MACDOUGALL, PH.D.,
Professor of Descriptive Psychology.

JAMES E. LOUGH, PH.D.,
Secretary ; Professor of Experimental Psychology.

CHARLES GRAY SHAW, PH.D.,
Lecturer on Ethics.

LESLIE J. TOMPKINS, M.S., J.D.,
Registrar of the University.

FRANCES M. WOODWARD,
Assistant in the Library.

GENERAL STATEMENT

The conception of a School of Pedagogy, for graduate work, instituted as an organic part of the University, and equal in rank to other professional schools, originated in the request of several mature teachers for instruction in higher pedagogy. After a satisfactory preliminary test, continuing for four years, of the practicability of this idea, the School of Pedagogy of New York University was established by the University Council on March 3, 1890.

Aim

The aim of the School of Pedagogy is to furnish thorough and complete professional training for teachers. For this purpose it brings together all that bears upon pedagogy from the history of education, from descriptive, experimental and educational psychology, from the science of medicine, from ethics, from philosophy, from logic, from sociology, from the principles and art of teaching, and from a comparative study of different national systems of education. It unifies this knowledge into a body of pedagogical doctrine, and points out its application to the practical work of the educator. In addition to this broad presentation of the principles of education, the art of teaching is also unfolded in many of its branches, and carefully adapted to the present necessities of teachers.

The plan of the institution places it upon the same basis as that of the best schools of law, medicine, and theology. The work is of distinctively university grade, and graduates of colleges, and others of equal experience and maturity, will find in this school opportunity for the thorough study of Pedagogy.

The University appropriately marks the successful completion of required work by the conferment of the degrees of Master and Doctor of Pedagogy.

Location and Facilities for Instruction

The School of Pedagogy now occupies the ninth floor of the new University Building on Washington Square, East. The entrance to the University elevators is at the north end of the building, on Waverly Place. Twenty-one rooms are provided for the offices, the library and reading-room, lecture and assembly rooms, the psychological labora-

tory, etc. By means of a generous gift made for the purpose by a friend of the University, a room, overlooking Washington Square, has been beautifully decorated and furnished, and is set apart as a social room for the use of the students.

The greatest care has been taken in securing the best light and ventilation for the rooms occupied by the school. The outlook from the windows commands a view of a large part of the metropolis and the neighboring cities of New Jersey. The building is made the headquarters of several organizations of teachers—the Society for the Comparative Study of Pedagogy, the Alumni Association of Doctors of Pedagogy, the New York Council of Education, the Society for the Discussion of Practical School Problems, and the Schoolmasters' Association.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are being constantly added.

The Astor Library, 283,000 volumes, is within three minutes' walk of the University Building. The Library of the Academy of Medicine contains among its large collection many valuable books necessary in pedagogical study and research, and to be found in no other library of the city. These great libraries are open free to all students of the School.

Matriculation

(a) Graduates of recognized Colleges of Arts and Science are matriculated on presentation of their diplomas.

(b) Graduates of State Normal Schools, higher course, and of certain approved institutions of high standing may be matriculated.

Students applying for matriculation under clause (b) must present in addition to their diplomas a detailed statement of their academic and professional training.

(c) Teachers of experience with irregular credentials of high grade may be matriculated on passing such examinations as the Faculty may require.

Students applying for matriculation under clause (c) must present themselves not later than October 1, 1904.

Students matriculating hereafter under clause (b) must present thirty hours of work of a collegiate grade in addition to the courses required on page 7 before they can become candidates for a degree in the School of Pedagogy. Of these thirty hours, at least five must be presented in Philosophy and Psychology. Such collegiate courses are

provided by the Washington Square Collegiate Division (see page 22), and may be pursued in conjunction with courses in the School of Pedagogy. Students not possessed of a Bachelor's degree or its equivalent may not become candidates for the professional degrees in Pedagogy, but may earn a Professional Certificate specifying the work done by them.

Students enrolling under clause (c) may be matriculated upon the successful completion of such additional work as the Faculty may require.

Directions for Registration

Applicants for admission to the School should submit their applications and credentials to the Secretary of the Faculty, if possible, before the formal opening of the School, which will be on Saturday, September 24, at 10.30 A.M.

Students admitted to the School will be provided with a card signed by the Secretary. Upon the presentation of this card and the payment of the enrollment fee to the Registrar, the student will receive an enrollment blank. Upon this must be inserted (1) the student's name, address, etc.; (2) the list of courses elected by him for the year; (3) the Dean's approval of this election. Any change in the courses elected must have the approval of the Dean.

The offices of the School will be open for the reception of applications and credentials on and after September 21, from 10 A.M. to 5 P.M.

Members of the Faculty will be at the School daily on and after September 21 for consultation in regard to the election of courses.

Requirements for the Master's Degree

Fourteen hours of attendance each week for the College Year is required to earn the degree of Master of Pedagogy (Pd.M.). These hours must include Courses 1, 3, 4, 5 and 7, together with six additional hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing two years' successful experience in teaching.

Requirements for the Doctor's Degree

In addition to the Master's Degree eleven hours of attendance each week for the College Year is required in order to earn the degree of Doctor of Pedagogy (Pd.D.). These hours must include Courses 6, 8, 13, 30, 31 (or 32), and two hours of Method, together with four hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing three years' successful experience in teaching.

Those who have taken Course 9 (now omitted) are credited with any three of the eleven required hours towards the Doctorate.

Thesis for the Doctorate

For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," shall be delivered to the Secretary of the Faculty *not later than April 1* preceding the Commencement at which the conferment of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval before the third Saturday of October of the same academical year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern to be seen in the School of Pedagogy Library.

Final Examination for Doctor's Degree

Candidates for the doctorate must successfully pass an oral examination before the Faculty of the School. Candidates shall be eligible for this examination only after the acceptance of the doctoral thesis. The examination shall occupy not less than one hour's time and shall be concerned with the following topics: a, the subject matter of the thesis presented by the candidate; b, the general history of the period with which the thesis is concerned (if the latter be historical in character); c, the history, principles and philosophy of education; d, psychological theory.

Fees

An enrollment fee of \$5 is payable upon the presentation of the admission card to the Registrar; but this sum is refunded to the student upon payment of the fee for instruction.

The fee for instruction in each course of two hours a week \$15 for the year, and in each course of one hour a week \$10 for the year, payable before the first day of December. All fees are to be paid to the Registrar of the University, and no registration is complete until the payment of the required fee is made.

The graduation and diploma fee for each degree is \$10.

Living Expenses

Students can obtain good board, including room, for \$6 and upward per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Secretary of the School.

Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500, founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE EDWARD R. SHAW SCHOLARSHIP of \$2,000, founded by the Woman's Advisory Committee, in memory of Dr. Shaw, late Dean of the school.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHPROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$200 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year.

Candidates for Endowed Scholarships in the School of Pedagogy, New York University, will note the following conditions:

The applicant must state his age, and submit his scholastic and professional record in full, showing what branches of study he has

pursued and with what success, what degrees he has won, what positions he has filled and with what success, together with testimonials of character and of ability to profit by rigid university study of pedagogy.

The applicant must be of sound health and free from any physical infirmity.

The applicant must state whether it is his intention to pursue studies at the University School of Pedagogy for one or for two years. Applicants entering for the entire course of resident study for two years will receive preference over applicants who wish to enter for one year.

The holder of an endowed scholarship is not permitted to engage in giving instruction, to take other courses than those prescribed in the School of Pedagogy, or to engage in any service to which there is remuneration, unless by written permission of the Chancellor and the Dean.

Holders of scholarships must reside in New York City or vicinity during the academic year. They may each be called upon by the Faculty to spend not over one hour daily, outside of their class hours, in assisting the Librarian.

The violation of any of these conditions immediately vacates the scholarship.

One-third of the annual value of the scholarship is paid on the 15th day of December, one-third on the 15th day of March, and the remaining third on the 5th day of June.

Holders of scholarships are not exempt from the payment of the annual enrollment fee of \$5.

Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 1.

Employment for Teachers

The Secretary of the Faculty will communicate with Boards of Trustees and Superintendents of schools who may be seeking teachers well equipped in Pedagogy as principals or superintendents of public schools, or as teachers in colleges, normal schools, training schools, etc., etc. Students seeking such positions are invited to furnish data in regard to their work to the Secretary.

OUTLINE OF INSTRUCTION

For full description see the following pages. The courses are classified in five groups:

- I. PSYCHOLOGY AND PHYSIOLOGY
 - *3. Descriptive Psychology. Professor MacDougall.
 17. Genetic Psychology. Professor MacDougall. (Not given 1904-1905).
 20. Social Psychology. Professor MacDougall.
 11. Laboratory Psychology. Professor Lough.
 12. Educational Psychology. Professor Lough.
 - *5. The Physical Nature of the Child. Professor MacDougall.
- II. PHILOSOPHY AND ETHICS
 - *4. History of Ancient and Mediæval Philosophy. Professor Gordy.
 - †13. History of Modern Philosophy. Professor Gordy.
 15. Logic. Professor Lough.
 10. Ethics. Professor Shaw.
 16. Sociology. Professor MacDougall.
- III. HISTORY OF EDUCATION
 - *1. History of Education. Professor Gordy.
 - †6a. Educational Classics. Greek and Roman. Professor Gordy. (Not given 1904-1905.)
 - †6b. Educational Classics. Modern. Professor Gordy.
 - †31. Research in History of Education. Professor Gordy.
- IV. SCIENCE OF PEDAGOGY
 - *7. Principles of Education. Dean Balliet.
 - †8. School Administration and Supervision. Dean Balliet.
 19. Contemporary Educational Literature. Professor MacDougall.
 - †30. Philosophy of Education. Professor Gordy.
 - †32. Research in Educational Problems. Professor Lough.
- V. PRACTICE OF TEACHING. (METHODS.)
 22. General Method. Dean Balliet.
 23. Methods in Geography. Professor Lough.
 24. Methods in English. Dean Balliet.
 26. Special Method. Dean Balliet.
 27. Methods in Spelling, Reading and Writing. Professor MacDougall.

*Required for the Master's Degree. †Required for the Doctor's Degree.

Schedule of Lectures, 1904-1905

HOURS	3.45-4.45	4.45-5.45
Monday	15. Logic.	*5. Physical Nature of the Child. 12. Educational Psychology.
Tuesday.....	†13. History of Modern Philosophy.	*1. History of Education.
Wednesday	19. Contemporary Educational Literature. 23. Methods in Geography.	27. Methods in Spelling, Reading and Writing. 12. Educational Psychology.
Thursday.....	11. Experimental Psychology. 20. Social Psychology, First term. 16. Sociology, Second term. 24. Methods in English.	11. Experimental Psychology. 20. Social Psychology. First term. 16. Sociology. Second term. 22. General Method.
Friday.....	†6b. Educational Classics.	*1. History of Education. 26. Special Method.
HOURS	9.15-10.15	10.15-11.15
Saturday.....	*4. History of Ancient Philosophy. *7. Principles of Education.	*7. Principles of Education. †30. Philosophy of Education.
HOURS	11.15-12.15	12.15-1.15
	*3. Descriptive Psychology. 10. Ethics. †3a. Research in Educational Problems.	*3. Descriptive Psychology. †8. School Administration.

*Required for the Master's Degree. †Required for the Doctor's Degree.

DEPARTMENTS OF INSTRUCTION

I. Psychology and Physiology

3. Descriptive Psychology

PROFESSOR MACDOUGALL

2 hours a week. Saturday, 11.15 to 1.15

The aim of this course is to make the student acquainted with the processes of the normal human mind, and to train him in the methods of psychological observation and study. Toward the end of the term a brief consideration will be given to the chief types of abnormal mental condition. The work of the course will consist of lectures, prescribed reading and the preparation of themes. The course of lectures will be based upon the systematic study of a text-book of psychology. Citations of literature will be given in connection with the topics discussed. The written exercises will consist of the report of introspective studies intended to introduce the student to the concrete problems with which the psychologist has to do.

17. Genetic Psychology

PROFESSOR MACDOUGALL

2 hours a week. (Not offered in 1904-1905.)

This course forms an introduction to the study of development in the child and the race. I. The general phenomena of growth in the human individual. General and localized structural changes and co-ordinated activities; rate, irregularities and limits of growth; mal-nutrition, arrest and developmental diseases. II. The physiological conditions of mental growth. Structure and functions of the nervous system; architecture of sensory and motor mechanisms and the relation of their growth and co-ordination to mental life. III. The mental development of the individual. Preorganized tendencies; impulsive movements; imitation, spontaneous and voluntary; increase in variety of function and capacity for resistance. Infant activities, the child mind, adolescence, the normal mind in maturity. IV. The derivation of mental characters. The factors of heredity and training. Physical inheritance, recapitulation and variation. Evolution of the mechanisms of sensation and movement. Mental inheritance, range

of factors and methods of study ; mental stability and variation ; extension of function and habit forming.

The course of study will consist of lectures, prescribed reading and the presentation and discussion of reports upon assigned topics. No single text book will be used, but a series of works will be read in whole or in part.

20. Social Psychology

PROFESSOR MACDOUGALL

1 hour a week. Thursday, 3.45 to 5.45. (First half year.)

In this course general psychological principles will be applied to the study of the social relations of the self, and the influences which determine action and feeling in the individual as a member of a group. Three chief topics will be taken up. First, the psychological self : its dependence upon social relationship ; reflection of social consciousness in individual judgments ; rivalry of social ideals in self-development. Second, the process of development in relation to social factors : suggestion and imitation ; inventiveness and dependence ; reaction and opposition. Third, social groups and their characteristics : mob-consciousness and action, its manifestation and effects in the child and the adult ; social delusions and manias ; tradition and caste. Social idealizations and their relation to individual action ; the relation of the social self to the moral and religious consciousness. The course presumes an acquaintance with the data and methods of systematic psychology. The reading for this course will be selected in connection with each topic discussed, and upon the reports of such literature the class work will be largely based.

11. Laboratory Psychology

PROFESSOR LOUGH

2 hours. Thursday, 3.45 to 5.45

This course is intended to give a knowledge of the methods and results of experimental psychology. The experiments will be performed by the class in small and separate sections. The work for the first term will be devoted to standard experiments as an introduction to experimental methods. During the second term the class will take up the investigation of a limited number of special problems connected with educational psychology.

The course is open only to those who have taken, or are taking, Course 3, or its equivalent.

12. Educational Psychology

PROFESSOR LOUGH

2 hours a week. Monday and Wednesday, 4.45 to 5.45

The aim of this course is to select for special study those topics in psychology which have the most important and widest application to the detailed work of education, and to train the student in psychological criticism. The course comprises such topics as the natural and artificial conditions which determine the growth of the typical forms of mental life as they may be found in school children, the formation and foundations of various principles of teaching, and the problems of methods, the use of ordinary school statistics in educational investigations, etc. The latter part of the course deals with the mental processes and results involved in the various school studies, and attempts to determine the relative values of the studies of the typical school curriculum. This course will provide opportunity for students to make original studies in educational psychology along those lines in which they may have special interest.

This course is open only to those who have taken, or are taking, Course 3, or its equivalent.

5. The Physical Nature of the Child

PROFESSOR MACDOUGALL

1 hour a week. Monday, 4.45 to 5.45

In this course the general phenomena of physical development will be considered in their relation to education and the care of the child. Beginning with a sketch of the bodily organism, the processes of nutrition and adaptive movement, the functions of the nervous system and its development in the individual, and the physiology of growth, will be taken up in succession. Special attention will be given to the nature and manifestations of fatigue, the effects of physical training, and the relation of nutritional conditions to bodily and mental health. The pathology of development, including mal-nutrition, sensory defects and nervous disease, will be discussed in so far as it forms a practical problem in the school. At the close of the course the bearing of sensory and motor training upon the general activity of the organism will be considered, and the results of an analysis of the normal process of adaptation and self-control in education will be applied to the treatment of neurasthenic and deficient children, with a view to supplement from a psychological standpoint the physical diagnosis and problems of therapeutics.

II. Philosophy and Ethics

4. History of Ancient and Medieval Philosophy

PROFESSOR GORDY

1 hour a week. Saturday, 9.15 to 10.15

This course makes a brief survey of the history of philosophy from its beginnings in Greece to the Renaissance. Its primary aim is to make clear the relation between the course of philosophic thought during this period, and the progress of culture in general, and of educational theory and practice in particular.

13. History of Modern Philosophy

PROFESSOR GORDY

1 hour a week. Tuesday, 3.45 to 4.45

This course treats of the history of philosophy from the Renaissance to the present time, in so far as it bears on the progress of science and of education. It is open only to students who have taken Course 4.

21. Logic

PROFESSOR LOUGH

1 hour a week. Monday, 3.45 to 4.45

This course aims to give a systematic view of logic as a mental discipline and to show its practical application in securing the proper division and the orderly treatment of topics of thought. Special attention will be given to the logical steps involved in teaching.

10. Ethics

PROFESSOR SHAW

1 hour a week. Saturday, 11.15 to 12.15

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight.

The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

16. Sociology

PROFESSOR MACDOUGALL

1 hour a week. Thursday, 3.45 to 5.45. (Second half year.)

In this course, for which the study of social psychology constitutes an introduction, the typical forms of social organization will be con-

sidered in connection with fundamental human activities and relations. The course will begin with a discussion of the nature of society, its biological bases, and the special needs which condition its various institutions. The development and functions of the family will be taken up, and the relation of this primary group to the school, the church and the state. In so far as time allows, the relation of the school to other formative agents, such as the press, pulpit and platform, the socialization of the school plant, and the care of abnormal and delinquent classes, will be discussed. It is especially desired that the student shall be brought to regard the human individual as an inseparable element in a system of social institutions, and to conceive the formal education of the child in its relation to the other great divisions of social activity. Throughout the course the observation of the student's own social environment is stimulated, and history as well as current events will be drawn upon for illustrations, with a view to giving the student a clear and concrete grasp of the principles of social science.

III. History of Education

1. History of Education

PROFESSOR GORDY

2 hours a week. Tuesday and Friday, 4.45 to 5.45

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticise educational systems and theories in the light of what is regarded as sound educational doctrine. It thus seeks to give the culture that results from an acquaintance with the moving forces of civilization, and at the same time to lay a broad and deep foundation for professional insight and professional work.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples, it glances rapidly at the civilizations of the Orient, and then makes a detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it, which enabled the Romans to build up the Roman Empire. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of education in the Middle Ages, and points out how the principle of

authority, which was its most marked characteristic, had its counterpart in the Roman Church on the one hand, and the Holy Roman Empire on the other. It discusses the various causes—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristic of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a résumé of the educational principles collected during the survey of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine. Students are advised to study the history of ancient and mediæval philosophy before taking this course.

6a. Educational Classics

PROFESSOR GORDY

1 hour a week. (Not given 1904-1905.)

This course makes a study of the most celebrated pedagogical writings of ancient times. Parts of Plato's *Republic*, Plato's *Law*s, Xenophon's *Cyropædia*, Aristotle's *Politics* and Quintilian's *Education of an Orator* are critically studied. The aim is to trace the connection between the philosophic views of the writers and their educational ideals; to show the relation between those ideals and the civilization of the period, on the one hand, and, on the other, the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, Course 1. It will be given only in alternate years.

6b. Educational Classics

PROFESSOR GORDY

1 hour a week. Friday, 3.45 to 4.45

This course makes a study of the most celebrated pedagogical writings of modern times. Montaigne's *Essays*, Locke's *Thoughts on Education*, Rousseau's *Emile*, Spenser's *What Knowledge is of Most Worth*, Froebel's *Education of Man*, Herbart's *Outlines of Educational Doctrine* are critically examined. The object aimed at is (1) to ascertain their inner consistency; (2) their relation to the civilizations of their times; and (3) the elements which they contribute to sound educational philosophy. This course will be open only to those who have taken, or are taking, Course 1, and will be given only on alternate years.

31. Research in the History of Education

PROFESSOR GORDY

1 hour a week. Hour to be announced

This course will take up some period in the history of education. The period selected will depend largely on the wishes of the class, and make a detailed and extended study of it. It is designed especially for those who are preparing to teach the history of education in normal schools and colleges.

IV. Science of Pedagogy

7. Principles of Education

DEAN BALLIET

2 hours a week. Saturday, 9.15 to 11.15

In this course various phases of current educational thought will be discussed, and a study will be made of some of the vital educational questions of to-day. Some of the most important principles which biology, psychology and anthropology have contributed to the science of education will be considered and their practical application indicated. Certain educational problems will be studied in the light of evolution. The school systems of several leading European countries will be studied, and the lessons to be learned from them applied to vital questions of reform and organization now under discussion in this country. The historical, political, social and industrial conditions which must determine the organization of a national system of schools will be studied.

8. School Administration and Supervision

DEAN BALLIET

1 hour a week. Saturday, 12.15 to 1.15

This course will deal with the various problems which confront the superintendent and the principal of schools. Among the general topics which will be discussed are the following: The organization of school boards, their mode of election or appointment, sub-committees and their work; how to arouse a public interest in the schools; school finances; salaries and pensions; the examination and hiring of teachers; the construction of a course of study; grading; promotion of pupils; the teachers' meeting and its work; various methods of supervision; some minor duties of the superintendent and the principal.

19. Contemporary Educational Literature

PROFESSOR MACDOUGALL

1 hour a week. Wednesday, 3.45 to 4.45

The course will be conducted as a seminary and is open only to those who have received the consent of the instructor. A series of selected works, approximately ten in number, will be read in the course of the year. The contents of these books will be presented in outline by members of the class in turn and the subject matter will then be taken up for discussion. The course seeks both to provide systematic reading in the basis, theory and practice of education, and to offer opportunity for the development of critical judgment on the part of the student.

30. Philosophy of Education

PROFESSOR GORDY

1 hour a week. Saturday, 10.15 to 11.15

This course seeks to ascertain as definitely as possible the end that education should seek to realize, and then considers the means that ought to be employed in attaining it. The question of means is considered from both the subjective and the objective points of view. In connection with the former a careful study is made of those impulses of the child that make education possible, and especially of imitation, and the Herbartian doctrine of interest is critically examined. In connection with the latter, a critical study is made of school curricula, correlation, concentration, and allied topics. The intention is to show that neither side of the two-fold nature of man should be lost sight of in any stage of his development; that from the kindergarten to the university and professional schools the work of the student ought to be arranged with a view to preparing him to serve society more effectively, and at the same time, to enabling him to attain to the utmost fullness and completeness in his own inner life.

32. Research in Educational Problems

PROFESSOR LOUGH

1 hour a week. Saturday, 11.15 to 12.15

In this course opportunity is afforded for the scientific investigation of educational problems. The subjects taken up by each student will be determined after consultation. Special permission is required for enrollment.

V. Practice of Teaching

22. General Method

DEAN BALLIET

1 hour a week. Thursday, 4.45 to 5.45

The general aim of education and the factors which determine it. The psychological and pedagogical principles on which method must be based. Among other topics will be discussed the following: Education values, the instincts and interest, attention, the place of induction and deduction in teaching, apperception, the motor element in education, the psychic factor in motor training, etc.

Practical applications for purposes of illustration will be made to the various studies of the elementary and secondary school.

23. Methods in Geography

PROFESSOR LOUGH.

1 hour a week. Wednesday, 3.45 to 4.45

This course will discuss the general principles underlying the teaching of geography. Some of the chief topics treated are: The general scope and educational value of geography. The organization of the subject-matter of geography into simple and logically related groups. The special methods of teaching certain groups, etc. The work of the course will consist of lectures, reports and discussions.

24. Course on the Methods of Teaching English

DEAN BALLIET

1 hour a week. Thursday, 3.45 to 4.45

This course will discuss the general problem of teaching English in elementary and secondary schools, including among other topics the following: The mechanical elements in language, such as spelling, punctuation, use of capitals, contractions, abbreviations, conventional forms, etc., and how to teach them; the aim of composition, and the methods of teaching it as determined by this aim; formal grammar, its function and its place in the curriculum; the study of literature, its aim and method; oral reading as a means of interpretation; the selection of literary material; adolescence in its bearing on this selection; the ethical aim in teaching literature; literature as art.

26. Special Method

DEAN BALLIET

1 hour a week. Friday, 4.45 to 5.45

This course will discuss somewhat in detail methods of teaching reading, arithmetic, the elements of algebra and of geometry, and United States history. The history of methods will be discussed in so far as may be practicable.

27. Spelling, Reading, and Writing

PROFESSOR MACDOUGALL

1 hour a week. Wednesday, 4.45 to 5.45

An introduction to primary method. The discussion of each of the three topics taken up in the course of the year will begin with a study of the psychological processes involved in the child's activity. In the light of principles thus derived the merits of different systems will be compared and questions of class and individual method considered. The course will be conducted by lectures, discussions, and the reading of selected literature. It is hoped that members of the class may be provided with opportunity for independent investigation in connection with their studies.

Courses in Pedagogy Given in the University Summer School

The following courses given in the University Summer School, 1904, may be credited towards the degrees in the School of Pedagogy :

- S1. History of Education. 60 hours. Professor Gordy.
- S3. Descriptive Psychology. 60 hours. Professor Lough.
- S7. Principles and Methods of Teaching. 60 hours. District Superintendent Taylor.
- S10. Ethics. 30 hours. Professor Shaw.
- S12. Educational Psychology. 30 hours. Professor Lough.
- S16. Sociology. 30 hours. Dr. Monteser.
- S21. Logic. 30 hours. Professor Shaw.
- S23. Methods in Geography. 30 hours. Professor Mitchell.
- S24. Methods in English. 30 hours. Professor Lowes.
- S25. Kindergarten Methods. 60 hours. Mrs. Kraus-Boelté.
- S29. Methods of Teaching Modern Languages. 30 hours. Professor McLouth.

All courses are given daily, except Saturday, from July 6 until August 16.

Details of these courses are given in the Bulletin of the Summer School.

THE WASHINGTON SQUARE COLLEGIATE DIVISION

General Statement

The Washington Square Collegiate Division of New York University has been established to meet the needs of many teachers and other professional men and women living in or near New York City who desire to complete a collegiate education, but are unable to attend the courses in the University College. Each course will be of a strictly collegiate grade, both as to the subject matter and as to the amount and quality of the work required from the students. The courses in general will be the counterpart of courses offered in the University College at University Heights. All courses are open to both men and women. The classes meet on Saturdays, or at 4, 5, or 8 P. M. on other days, as each class may decide at its first meeting, such hour being selected as will meet the requirements of the greatest number.

The University reserves the right to withdraw any course for the year, at a date not later than October 15, in case the minimum enrollment for that course shall not have been reached by that date.

Requirements for Admission

The requirements for admission shall be equivalent to the completion of the Freshman and Sophomore years of section C of the University College, but the diploma of approved State Normal Schools (advanced course) will be accepted as fulfilling these admission requirements. Special students who cannot meet the admission requirements will be enrolled, but not as candidates for a degree.

Advanced standing may be secured upon the presentation of certificates for equivalent courses in other approved colleges or in the University Summer School. At least fifteen hours, however, must be taken in the University, by candidates for the degree.

The unit of measure, the "hour," means one hour of class work a week throughout the collegiate year.

Requirements for Degrees

The degree of Bachelor of Science in pedagogy (B.S.) will be conferred at Commencement by the Chancellor upon the vote of the University Council. The Faculty will recommend for this degree students who shall have completed and passed examinations in

thirty (30) hours of approved work above the admission requirements. The degree is recognized by the Regents of the State of New York, and accepted by them as fulfilling all requirements of the registered baccalaureate degree.

The amount of work required for the degree (30 hours a week for one collegiate year) is equal to the usual requirements of the college courses for the Junior and Senior years; that is, 15 hours a week for each year. A year of resident work will consist of 15 hours a week, elected by the student, subject to approval by the Faculty. Many students will find it advisable, however, to elect less than 15 hours for the year's work and to take some of the courses in the University Summer School, or to devote more than two years to the work.

Fees

Enrollment Fee, per year, - - - - -	\$5.00
Fee for Instruction and Examination :	
For a one-hour course, per year, - - - - -	15.00
For a two-hour course, per year, - - - - -	25.00
Laboratory fee in Biology and Anatomy, - - - - -	5.00
Laboratory fee in Chemistry, - - - - -	10.00
Deposit in Laboratory Chemistry (to be returned upon the surrender of apparatus and the payment of breakage),	2.00
Graduation and Diploma Fee, - - - - -	10.00

All fees are to be paid to the Registrar of the University. No application for enrollment will be considered nor cards of admission to classes issued until the enrollment fee has been paid. One-half of the balance of fees for the year must be paid on or before November 15, and the other half on or before February 15. When the total amount of fees does not exceed \$25, the whole amount must be paid November 15.

Regulations Governing Matriculation and Enrollment

1. Students desiring to enter courses in the Collegiate Division for the first time, must fill out a blank form which will be furnished by the University, showing the qualifications of the candidate, and must file the same with the Secretary. If the application is satisfactory, the Secretary will forward to the applicant a matriculant's card, showing the exact standing of the student, and the number of courses which he must complete to receive a degree.

2. Applications for matriculation will be considered only when accompanied by an enrollment card showing proposed election of courses for the current year, and bearing the Registrar's receipt for the enrollment fee.

3. Students holding a matriculant's card who remain in continuous attendance need not repeat the application for matriculation in succeeding years, but are required to file a card showing election of courses, and to pay the enrollment fee for the current year. They will then receive a Registrar's enrollment card, entitling them to admission to classes.

4. No student will be enrolled for first term courses after October 31, nor for second term courses after February 28, except by special action of the Faculty.

5. A matriculated student is held to remain in continuous attendance so long as such student enrolls and properly attends at least one course in each academic year.

6. Students will be considered candidates for a degree under the conditions prescribed for such candidacy at the time of their matriculation, provided they remain in continuous attendance; interruption of such attendance for one year entails re-matriculation. The rules in force at the time of such re-matriculation will govern the candidacy for the degree.

7. Students not qualified for matriculation may attend the courses as auditors, provided the permission of the instructor be obtained, and the usual enrollment and tuition fees be paid.

Regulations Governing the Election of Courses and Credit for the Same

1. Of the thirty hours required for the degree, at least five hours must be chosen from each of the three groups, viz., five hours from Group I, Language and Literature; five hours from Group II, Philosophy and History; five hours from Group III, Exact and Descriptive Sciences.

2. Of the thirty hours, at least ten hours must be chosen from the courses known as Senior courses, and designated in this bulletin by a †.

All courses in the Graduate School open to students of the Collegiate Division are accepted as Senior courses in the fulfillment of this requirement.

3. Students electing courses designated as Senior courses in the Collegiate Division or other University Schools must in each case secure the consent of the instructor in charge.

Officers and Office Hours

For information regarding the School of Pedagogy, address THOMAS M. BALLIET, PH.D., Dean, Washington Square, New York City. The Dean may also be seen personally in the office of the School of Pedagogy, Ninth Floor, University Building, Washington Square, daily, between 2 and 4 o'clock, except from June 1 to September 21.

Circulars and information may be obtained also by mail or in person, either from the University Syndic, JOHN H. MACCRACKEN, PH.D., or from the University Registrar, L. J. TOMPKINS, J.D., at the University Building, Washington Square, East. The General Offices are on the tenth floor of the University Building, and are open after September 15, from 10 a.m. to 5 p.m.

Historical Sketch

The earliest record of the conception of New York University exists in the minutes of certain meetings of nine citizens of New York. The first was held December 16, 1829, and was followed by weekly meetings for three successive weeks. The fourth and last meeting issued the following call for a representative conference of citizens to convene on January 6, 1830:

SIR: The establishment of a university in this city, on a liberal and extensive foundation, has, for some time past, occupied the attention of many of our respectable citizens. At a meeting held for considering the subject, it was determined to invite your attendance on Wednesday next, at seven o'clock P.M., at the rooms of the Historical Society, to take into further consideration the desirableness of such an institution as that contemplated, and to adopt such measures in relation to it as may be deemed most expedient. It is earnestly hoped that you may be able to attend.

J. M. MATHEWS,
J. M. WAINWRIGHT,
J. AUGUSTINE SMITH,
VALENTINE MOTT,

JOSEPH DELAFIELD,
MYNDERT VAN SCHAICK,
HUGH MAXWELL,
ISAAC S. HONE,

JOHN DELAFIELD.

NEW YORK, January 4, 1830.

This meeting appointed a standing committee of nine gentlemen, of whom four were taken from the nine, including Dr Mathews, who became the first Chancellor; John Delafield, who became the first Secretary of the Council; and Myndert Van Schaick, who became the first Treasurer. This committee added to its numbers from time to time, secured a long roll of subscribers to the new enterprise, and finally merged its existence into that of the first University Council, which was elected by the subscribers October 16, 1830, and was chartered April 18, 1831.

The founders thus enlisted were composed in almost equal parts of public-spirited business men and of members of the liberal professions. Their plan from the beginning included nearly all the professorships that are comprised to-day in the faculties of the six schools of New York University. Even the School of Pedagogy was anticipated in a proposed professorship of "The Philosophy of Education and the Instruction of Teachers." The Graduate School was planned under the name "The First General Division," while the Undergraduate College was known as the Second Division. The Schools of Law and Medicine and Applied Science were all contemplated by the first statutes, adopted 1831.

These plans were far in advance of any demand then existing in America, and were not supported by sufficient endowment for their complete accomplishment. It was reserved for the last quarter of the nineteenth century, instead of the second quarter, to develop them in full measure.

The University as now existing comprises under the Council (which is by charter the Corporation) eight distinct Faculties and Schools of Matriculants, and in addition the Summer School at University Heights and the Woman's Law Class at Washington Square, both made up of non-matriculant students who are enrolled without examination. A summary of attendance is given elsewhere in this volume.

The decade 1890 to 1900 began a new era in New York University. In 1891 University Heights was acquired. In 1894 the College of Arts and Pure Science and the School of Applied Science were removed to the new site. The Schools of Law and Pedagogy remained at Washington Square. The Graduate School divides its work between these two places. Accompanying these changes in location of schools, there has come a complete reorganization of the several schools into one University system. This was finally reached in 1897, when the Medical Faculty was thoroughly reconstructed. Among the important incidents of this new movement the following were especially notable : The consolidation with the University in 1895 of the Metropolis Law School ; in 1898 of the Bellevue Hospital Medical College with the University School, under the new title of the University and Bellevue Hospital Medical College ; and in 1899 of the two Veterinary Schools of this city under the title of the New York-American Veterinary College. In 1900 was the opening of the School of Commerce, Accounts and Finance, also the founding of the "Hall of Fame," and in 1903 the opening of the College Extension at Washington Square.

Change of Name

Upon the unanimous request of the University Corporation, the University Regents of the State of New York, under the powers committed to them by the Constitution of the State, enacted a statute March 19, 1896, changing the name of the University of the City of New York to NEW YORK UNIVERSITY. Henceforth this legal designation should be used in all papers of any kind whatsoever relating to this University.

THE COUNCIL OF THE UNIVERSITY

The Council of New York University, incorporated the 18th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One-fourth of the members go out of office each year on the fourth Monday of October, when their successors are elected by the council.

Officers of the Council

President—WILLIAM A. WHEELOCK, LL.D.
 Vice-President—GEORGE ALEXANDER, D.D.
 Secretary—ISRAEL C. PIERSON, PH.D.
 Treasurer—WILLIAM F. HAVEMEYER

Roll of the Council

DATE OF ELECTION.		EXPIRATION OF TERM
1871.	WILLIAM A. WHEELOCK, LL.D.....	1906
1881.	WILLIAM LORING ANDREWS.....	1906
1882.	LEMUEL SKIDMORE.....	1904
1883.	WILLIAM S. OPDYKE.....	1907
1884.	SAMUEL SLOAN.....	1905
1884.	DAVID BANKS.....	1905
1887.	GEORGE ALEXANDER, D.D.....	1907
1890.	ISRAEL C. PIERSON, PH.D.....	1907
1890.	WILLIAM F. HAVEMEYER.....	1906
1891.	HENRY M. MACCRACKEN, D.D., LL.D.....	1906
1892.	JOHN P. MUNN, M.D.....	1904
1896.	CYRUS C. MILLER.....	1904
1898.	FRANK J. GOULD.....	1904
1898.	WILLIS FLETCHER JOHNSON, L.H.D.....	1907
1898.	THOMAS E. GREACEN.....	1907
1898.	HENRY VAN SCHAICK.....	1906
1899.	WILLIAM M. KINGSLEY.....	1908
1900.	JAMES G. CANNON.....	1906
1900.	JOHN REID, D.D.....	1907
1902.	CHARLES STEWART SMITH, LL.D.....	1904
1902.	GEORGE F. VIETOR.....	1905
1902.	J. ROSS STEVENSON, D.D.....	1905
1902.	WILLIAM R. RICHARDS, D.D....	1905
1903.	CLARENCE H. KELSEY.....	1907
1903.	WILLIAM H. PORTER.....	1907
1903.	JOHN H. MACCRACKEN, Ph.D.....	1906
1903.	FREDERICK W. DEVOE.....	1904

Standing Committee on the College of Arts and Pure Science.

DR. PIERSON

DR. RICHARDS

DR. MUNN

MR. JOHNSON

THE WOMEN'S ADVISORY COMMITTEE
OF THE UNIVERSITY

President—Mrs. EDWARD C. BODMAN, L.H.M.

Vice-President—Mrs. GEORGE F. BAKER

Secretary—Mrs. EUGENE SMITH, L.H.M.

Treasurer—Mrs. JOHN P. MUNN, L.H.M.

Term expiring 1904

Mrs. EDWARD C. BODMAN, L.H.M.
Miss SIBYL EMMA HUBBARD, A.B.
Miss JULIET INNESS
Miss CAROLINE CRANE

Term expiring 1905

Miss HELEN M. GOULD, L.H.M.
Mrs. JOHN P. MUNN, L.H.M.
Mrs. RUSSELL SAGE, L.H.M.

Term expiring 1906

Mrs. EUGENE SMITH, L.H.M.
Mrs. RICHARD M. HOE
Mrs. GEORGE F. BAKER
Miss EMILY CODDINGTON

Term expiring 1907

Miss EMILY O. BUTLER, L.H.M.
Mrs. WELCOME G. HITCHCOCK
Mrs. DAVID DOWS, JR.
Mrs. RICHARD H. LIGGETT

Summary of University Statistics 1903-1904

	Professors.	Lecturers.	Instructors.	Assistants.	Other Officers.	Total Officers.	Total Students.	Degrees Conferred, 1904.
I. ARTS AND SCIENCE.								
1. College and Collegiate Division.							280	31
2. School of Applied Science.							143	22
3. Graduate School. .	32	15	5	1	8	61	205	49
4. Summer School. .							119	
5. School of Pedagogy }							302	41
6. School of Commerce.	3	15	5		1	24	155	22
II. LAW.								
7. University Law School	9	5				14	655	128
8. Woman's Law Class.	1		4			5	47	
III. MEDICINE.								
9. University Medical College	38	16	28	22	46	150	360	73
10. Veterinary College	12	2	1	1	1	17	56	11
IV. GENERAL.								
11. Library					6	6		
Grand Total. . . .	95	53	43	24	62	277	2,320	377
Deduct for names counted twice.	2	1				3	102	
Net Total.	93	52	43	24	62	274	2,218	377

In the above total "auditors" are not reckoned. Of these a large number are in attendance in the various schools of the University.

Circulars of the various schools of the University will be sent without charge upon application to The Registrar, New York University, Washington Square, New York City. In writing, please state which school's circular is desired. The charge for the general catalogue of the University is twenty-five cents.

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NEW YORK UNIVERSITY

BI-WEEKLY BULLETIN

VOL. V.

MAY 15, 1905.

No. 10

School of Pedagogy

ANNOUNCEMENTS

FOR THE

SIXTEENTH YEAR

1 9 0 5 - 1 9 0 6

UNIVERSITY BUILDING
WASHINGTON SQUARE, EAST, NEW YORK, N. Y.

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Calendar, 1905-1906

1905.

Sept. 23,	Saturday,	Enrollment, Formal Opening.
Sept. 27,	Wednesday,	Lectures Begin.
Oct. 30,	Monday,	Last Day for Enrollment.
Nov. 7,	Tuesday,	Election Day, Holiday.
Nov. 30-Dec. 2	Thurs. to Sat. inclus.,	Thanksgiving Recess.
Dec. 18,	Monday,	Christmas Recess Begins,

1906.

Jan. 2,	Tuesday,	Lectures Resume.
Jan. 27,	Saturday,	First Term Ends.
Feb. 12,	Monday,	Lincoln's Birthday, Holiday.
Feb. 22,	Thursday,	Washington's " "
March 31,	Saturday,	Theses for the Doctorate due.
April 9,	Monday,	Spring Recess Begins, 1 P.M.
April 17,	Tuesday,	Lectures Resume.
May 18-26,	Friday to Saturday,	Final Examinations.
June 7,	Thursday,	Commencement.

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'05-06

THE SCHOOL OF PEDAGOGY

Faculty, 1905-1906

HENRY M. MACCRACKEN, D.D., LL.D.,
Chancellor of the University.

THOMAS M. BALLIET, PH.D.,
Dean ; Professor of the Science of Education.

J. P. GORDY, PH.D., LL.D.,
Professor of the History of Education.

ROBERT MACDOUGALL, PH.D.,
Professor of Descriptive Psychology.

JAMES E. LOUGH, PH.D.,
Secretary ; Professor of Experimental Psychology.

CHARLES GRAY SHAW, PH.D.,
Lecturer on Ethics.

LUTHER HALSEY GULICK, M.D.,
Lecturer on Physical Education and School Hygiene.

WILLIAM E. CHANCELLOR, M.A.,
Lecturer on School Administration.

MRS. ANNIE L. JESSUP,
Lecturer on Domestic and Industrial Art.

FRANK A. FALL, M.A.,
Bursar of the University.

FRANCES M. WOODWARD,
Librarian of the School of Pedagogy.

GENERAL STATEMENT

The School of Pedagogy as a professional school of equal rank with the other professional schools of the University was established by vote of the University Council on March 3, 1890. Previous to that date lecture courses on Pedagogy had been given for four successive years, and the School is in part the outgrowth of these courses. It was the first professional school of university grade for the study of education, in distinction from Lectureships and Professorships of education, established in this country.

Aim

The aim of the School is to furnish the best possible facilities for the advanced study of the science of education and the art of teaching. It seeks especially to meet the needs of students of superior academic training and of teachers of experience who are prepared to study educational problems in their more scientific aspects and their broader relations. To this end courses of lectures are given on descriptive, experimental and educational psychology; on the history of philosophy and on the history of education; on logic, ethics and sociology in their bearing on education; on the physiological and medical aspects of educational problems; on the philosophy of education, school administration and on the general principles of method and their detailed application to the art of teaching. These various courses, numbering twenty-six in all, find their unity in their common bearing on educational problems and constitute a well-organized curriculum for the higher professional training of teachers ambitious to fit themselves for responsible positions in their profession.

In the case of students who have had full collegiate training before entering the School, the University confers the degrees of Master of Pedagogy and of Doctor of Pedagogy upon the satisfactory completion of the required work.

Location and Facilities for Instruction

The School of Pedagogy now occupies the ninth floor of the University Building on the corner of Washington Square East and Waverly Place. The entrance to the elevators is on Waverly Place. The building is easily reached by various car lines of the city. The surface line from the Christopher Street Ferry to Brooklyn passes at University Place within one square of the building; the Broadway line at Waverly Place; and the Bleecker Street and Eighth Street stations

on the Sixth Avenue Elevated; the Ninth Street station on the Third Avenue Elevated, and the Astor Place station of the Subway, are all within a few minutes' walk of the School.

Twenty-one rooms are provided for the offices, the library and reading-room, lecture and assembly rooms, the psychological laboratories, etc. By means of a generous gift made for the purpose by a friend of the University, a room, overlooking Washington Square, has been beautifully decorated and furnished, and is set apart as a social room for the use of the students.

The greatest care has been taken in securing the best light and ventilation for the rooms occupied by the School. The outlook from the windows commands a view of a large part of the metropolis, the Hudson, and the neighboring cities of New Jersey. The building is made the headquarters of several organizations of teachers—the Society for the Comparative Study of Pedagogy, the Alumni Association of Doctors of Pedagogy, the New York Council of Education, the Society for the Discussion of Practical School Problems, and the Schoolmasters' Association.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are constantly being added.

The Astor Library (283,000 volumes), on Lafayette Place, is within a five minutes' walk of the University Building. The Library of the Academy of Medicine, 17 West Forty-third Street, contains among its large collection many valuable books necessary in pedagogical study and research, not to be found in any other library of the city. These great libraries are open free to students of the School.

Conditions of Admission and Matriculation

In June, 1903, by vote of the Faculty, graduation from a recognized college of Arts and Science, or its equivalent, was made a condition of matriculation for either the degree of Master of Pedagogy or that of Doctor of Pedagogy. Students not candidates for either degree are admitted as Special Students or Auditors, on a lower standard. More specifically stated, these requirements are as follows:

(a) Graduates of recognized Colleges of Arts and Science may matriculate as candidates for degeees, without examination, on presentation of their diplomas.

(b) All teachers of at least two years' experience in teaching, all persons who have had academic training beyond that of the public high school or academy, and all graduates of state or city normal schools, are admitted, without examination, as Auditors or Special

Students, but are not matriculated as candidates for a degree. Such Special Students, if their attendance is regular and they pass successfully the required examinations, receive a certificate for each of the courses so completed, specifying the work done, which certificates are accepted by the Board of Education of New York City in lieu of an examination under certain conditions specified by the Board.

Students,* whether college graduates or not, who do not wish to attend regularly or receive credit for their work, are not required to pass examinations.

Students who wish to be candidates for degrees or who desire credit for the courses which they may take, must enroll not later than October 30. Students not desiring credit for their courses may enter at any time.

Persons whose academic training does not extend beyond that of the public high school or academy, and who have had neither professional training nor experience in teaching, are not admitted.

(c) Graduates of approved State Normal Schools (advanced course), and persons who have completed the work of the Freshman and Sophomore years in a recognized college, may enter the Washington Square Collegiate Division,† complete the last two years of the college course, and then enter the School of Pedagogy and become candidates for its degrees (see page 26).

Directions for Registration

Applicants for admission to the School should submit their applications and credentials to the Secretary of the Faculty, if possible, before the formal opening of the School, which will be on Saturday, September 23, at 10.30 A.M.

Students admitted to the School will be provided with a card signed by the Secretary. Upon the presentation of this card and the payment of the enrollment fee to the Bursar, the student will receive an enrollment blank. Upon this must be inserted (1) the student's name, address, etc.; (2) the list of courses elected by him for the year; (3) the Dean's approval of this election. Any change in the courses elected must have the approval of the Dean and can be made only upon a written request.

The offices of the School will be open for the reception of applications and credentials on and after September 20, from 10 A.M. to 5 P.M.

* Some of the most advanced students of the School of Pedagogy belong to this class. They hold prominent positions as principals or superintendents and attend lectures irregularly when their professional duties permit it.

† A special circular describing the courses in the Collegiate Division may be obtained by addressing the Secretary, Professor James E. Lough, New York University, Washington Square, New York.

Members of the Faculty will be at the School daily on and after September 20 for consultation in regard to the election of courses.

The Fall term begins September 23. Monday, October 30, is the last day for registration for students who wish to receive credit for their courses. Special students not desiring credit are admitted at any time. There will be an examination in all classes in December, and students will be required to attend at least eighty per cent. of class exercises or lectures in order to receive credit for their courses. It will therefore be greatly to their advantage to register early.

Requirements for the Master's Degree

Fourteen hours of attendance per week for the University Year is required to earn the degree of Master of Pedagogy (Pd.M.). These hours must include Courses 1, 3, 5, 7 and 12, together with six additional hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing two years' successful experience in teaching.

Requirements for the Doctor's Degree

In addition to the Master's Degree eleven hours of attendance per week for the University Year is required in order to earn the degree of Doctor of Pedagogy (Pd.D.). These hours must include Courses 4, 6, 8, 13, 30, 31 (or 32), and two hours of Method, together with four hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing three years' successful experience in teaching.

Those who have taken Course 9 (now omitted) are credited with any three of the eleven required hours towards the Doctorate.

Candidates for this degree are also required to attend such seminars as the Faculty may appoint.

Thesis for the Doctorate

For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," shall be delivered to the Secretary of the Faculty *not later than April 1* preceding the Commencement at which the conferment of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval before the third Saturday of October of the same academical year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and

a bibliography of the subject, and must be arranged according to a pattern to be seen in the library of the School.

Final Examination for Doctor's Degree

Candidates for the doctorate must successfully pass an oral examination before the Faculty of the School. Candidates shall be eligible for this examination only after the acceptance of the doctoral thesis. The examination shall occupy not less than one hour's time and shall be concerned with the following topics: (*a*) the subject matter of the thesis presented by the candidate; (*b*) the general history of the period with which the thesis is concerned (if the latter be historical in character); (*c*) the history, principles and philosophy of education; (*d*) psychological theory.

Attendance

No student whose absences in any course exceed twenty per cent., can receive credit for such course except by special vote of the Faculty.

Fees

An enrollment fee of \$5 is payable upon the presentation of the admission card to the Bursar.

The fee for instruction in each course of two hours a week is \$15 for the year, and in each course of one hour a week \$10 for the year, payable before the first day of December. All fees are to be paid to the Bursar of the University, and no registration is complete until the payment of the required fee is made.

The graduation and diploma fee for each degree is \$10.

No student is permitted to take the final examination whose fees have not all been paid.

Living Expenses

Students can obtain good board, including room, for \$7 and upward per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Secretary of the School.

Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500, founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE EDWARD R. SHAW SCHOLARSHIP of \$2,000, founded by the students and alumni of the School of Pedagogy and members of the Women's Advisory Committee, in memory of Dr. Shaw, late Dean of the School, for the benefit of teachers of the metropolitan district.

P. S. 104 SCHOLARSHIP of \$1,000, given by Miss Rose N. Yager. The scholarship provides tuition for one student each year, appointed by the Secretary with the approval of the Principal of Public School No. 104, New York City.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$200 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year.

Candidates for Endowed Scholarships, except the Shaw Scholarship and the Public School No. 104 Scholarship, will note the following conditions:

The applicant must state his age, and submit his scholastic and professional record in full, showing what branches of study he has pursued and with what success, what degrees he has won, what positions he has filled and with what success, together with testimonials of character and of ability to profit by rigid university study of pedagogy.

The applicant must be of sound health and free from any physical infirmity.

The applicant must state whether it is his intention to pursue studies at the University School of Pedagogy for one or for two years. Applicants entering for the entire course of resident study for two years will receive preference over applicants who wish to enter for one year.

The holder of an endowed scholarship is not permitted to engage in giving instruction, to take other courses than those prescribed in the School of Pedagogy, or to engage in any service to which there is remuneration, unless by written permission of the Dean.

Holders of scholarships must reside in New York City or vicinity during the academic year. They may each be called upon by the Faculty to spend not over one hour daily, outside of their class hours, in assisting the Librarian.

The violation of any of these conditions immediately vacates the scholarship.

One-third of the annual value of the scholarship is paid on the 15th day of December, one-third on the 15th day of March, and the remaining third on the 5th day of June.

Holders of scholarships are not exempt from the payment of an annual enrollment fee of \$5.

Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Dean of the School not later than September 1.

Publication Fund

A publication fund of \$250 has been given by Miss Rose N. Yager to provide means for the publication of the results of investigations made by students of the School which may be deemed of special value by the Faculty.

Employment for Teachers

While the Faculty does not assume any responsibility to secure positions for students or graduates, but the Secretary of the Faculty will communicate with Boards of Trustees and Superintendents of schools who may be seeking teachers well equipped in Pedagogy as principals or superintendents of public schools, or as teachers in colleges, normal schools, training schools, etc. Students seeking such positions are invited to furnish data in regard to their work to the Secretary. A number of students are placed in good positions every year.

OUTLINE OF INSTRUCTION

For full description see the following pages. The courses are classified in five groups :

I. PSYCHOLOGY AND PHYSIOLOGY

- *3. Descriptive Psychology. Professor MacDougall.
- 17. Genetic Psychology. Professor MacDougall. (Not given 1905-1906).
- 20. Social Psychology. Professor MacDougall.
- 11. Laboratory Psychology. Professor Lough.
- *12. Educational Psychology. Professor Lough.
- *5. The Physical Nature of the Child. Professor MacDougall.
- 9. Principles of Physical Training. Dr. Gulick.
- †2. School and Personal Hygiene. Dr. Gulick.

II. PHILOSOPHY AND ETHICS

- †4. History of Ancient and Mediæval Philosophy. Professor Gordy.
- †13. History of Modern Philosophy. Professor Gordy.
- 15. Logic. Professor Lough.
- 10. Ethics. Professor Shaw.
- 16. Sociology. Professor MacDougall.

III. HISTORY OF EDUCATION

- *1. History of Education. Professor Gordy.
- †6a. Educational Classics. Greek and Roman. Professor Gordy.
- †6b. Educational Classics. Modern. Professor Gordy.
- †31. Research in History of Education. Professor Gordy.

IV. SCIENCE OF PEDAGOGY

- *7. Principles of Education. Dean Balliet.
- †8. School Administration and Supervision. Superintendent Chancellor.
- 19. Contemporary Educational Literature. Professor MacDougall.
- †30. Philosophy of Education. Professor Gordy.
- †32. Research in Educational Problems. Professor Lough.

V. ART OF TEACHING.

- 22. General Method. Dean Balliet.
- 23. Special Method in Geography and Reading. Dean Balliet.
- 24. Special Method in English. Dean Balliet.
- 26. Special Method in Arithmetic and History. Dean Balliet.
- 27. Methods in Spelling, Reading and Writing. Professor MacDougall.

*Required for the Master's Degree. †Required for the Doctor's Degree.

Schedule of Lectures, 1905-1906

HOURS	3.45-4.45	4.45-5.45
Monday.....	15. Logic.	*5. Physical Nature of the Child. *12. Educational Psychology.
Tuesday.....	†4. History of Ancient Philosophy.	†8. School Administration.
Wednesday	†2. School and Personal Hygiene. Second term. 9. Principles of Physical Training. First term. 19. Contemporary Educational Literature.	†2. School and Personal Hygiene. Second term. 9. Principles of Physical Training. First term. *12. Educational Psychology. 27. Methods in Spelling, Reading and Writing.
Thursday.....	11. Experimental Psychology. 16. Sociology. Second term. 20. Social Psychology. First term. 24. Special Methods in English. †30. Philosophy of Education.	11. Experimental Psychology. 16. Sociology. Second term. 20. Social Psychology. First term. 26. Special Methods in Arithmetic and History.
Friday.....	†13. History of Modern Philosophy. 23. Special Methods in Geography and Reading.	*1. History of Education.
HOURS	9.15-10.15	10.15-11.15
Saturday.....	*1. History of Education. *7. Principles of Education. 61. Domestic Art.	†6a. Educational Classics. *7. Principles of Education. †32. Research in Educational Problems.
HOURS	11.15-12.15	12.15-1.15
	*3. Descriptive Psychology. 19. Ethics.	*3. Descriptive Psychology. 22. General Method.

*Required for the Master's Degree. †Required for the Doctor's Degree.

DEPARTMENTS OF INSTRUCTION

I. Psychology and Physiology

3. Descriptive Psychology

PROFESSOR MACDOUGALL

2 hours a week. Saturday, 11.15 to 1.15

The aim of this course is to make the student acquainted with the processes of the normal human mind, and to train him in the methods of psychological observation and study. Toward the end of the term a brief consideration will be given to the chief types of abnormal mental condition. The work of the course will consist of lectures, prescribed reading and the preparation of themes. The course of lectures will be based upon the systematic study of a text-book of psychology. Citations of literature will be given in connection with the topics discussed. The written exercises will consist of the report of introspective studies intended to introduce the student to the concrete problems with which the psychologist has to do.

17. Genetic Psychology

PROFESSOR MACDOUGALL

2 hours a week. (Not offered in 1905-1906.)

This course forms an introduction to the study of development in the child and the race. I. The general phenomena of growth in the human individual. General and localized structural changes and co-ordinated activities; rate, irregularities and limits of growth; mal-nutrition, arrest and developmental diseases. II. The physiological conditions of mental growth. Structure and functions of the nervous system; architecture of sensory and motor mechanisms and the relation of their growth and co-ordination to mental life. III. The mental development of the individual. Preorganized tendencies; impulsive movements; imitation, spontaneous and voluntary; increase in variety of function and capacity for resistance. Infant activities, the child mind, adolescence, the normal mind in maturity. IV. The derivation of mental characters. The factors of heredity and training. Physical inheritance, recapitulation and variation. Evolution of the mechanisms of sensation and movement. Mental inheritance, range

of factors and methods of study ; mental stability and variation ; extension of function and habit forming.

The course of study will consist of lectures, prescribed reading and the presentation and discussion of reports upon assigned topics. No single text book will be used, but a series of works will be read in whole or in part.

20. Social Psychology

PROFESSOR MACDOUGALL

2 hours a week. (First term.) Thursday, 3.45 to 5.45.

In this course general psychological principles will be applied to the study of the social relations of the self, and the influences which determine action and feeling in the individual as a member of a group. Three chief topics will be taken up. First, the psychological self : its dependence upon social relationship ; reflection of social consciousness in individual judgments ; rivalry of social ideals in self-development. Second, the process of development in relation to social factors : suggestion and imitation ; inventiveness and dependence ; reaction and opposition. Third, social groups and their characteristics : mob-consciousness and action, its manifestation and effects in the child and the adult ; social delusions and manias ; tradition and caste. Social idealizations and their relation to individual action ; the relation of the social self to the moral and religious consciousness. The course presumes an acquaintance with the data and methods of systematic psychology. The reading for this course will be selected in connection with each topic discussed, and upon the reports of such literature the class work will be largely based.

11. Experimental Psychology

PROFESSOR LOUGH

2 hours a week. Thursday, 3.45 to 5.45

The object of this course is twofold: to demonstrate the fundamental facts and principles of psychology by means of simple experiments, and to give a knowledge of the methods and results of experimental psychology and thus to prepare the student to undertake the independent investigation of special problems. The course will include a study of sensations, after images, attention, memory, habit, perception, motor response, fatigue, etc. During the latter part of the course an opportunity is afforded to take up the experimental investigation of a limited number of special problems connected with educational psychology.

The course is open only to those who have taken, or are taking, course 3, or its equivalent.

12. Educational Psychology

PROFESSOR LOUGH

2 hours a week. Monday and Wednesday, 4.45 to 5.45

The aim of this course is to select for special study those topics in psychology which have the most important and widest application to the detailed work of education. The course will include such topics as the natural and artificial conditions which determine the development of the typical forms of mental life, the formation and significance of various principles of teaching, the psychological basis of method. It will also include a discussion of imitation, apperception, induction, habit, interest, etc.

The course is open only to those who have taken, or are taking, Course 3, or its equivalent.

5. The Physical Nature of the Child

PROFESSOR MACDOUGALL

1 hour a week. Monday, 4.45 to 5.45

In this course the general phenomena of physical development will be considered in their relation to education and the care of the child. Beginning with a sketch of the bodily organism, the processes of nutrition and adaptive movement, the functions of the nervous system and its development in the individual, and the physiology of growth, will be taken up in succession. Special attention will be given to the nature and manifestations of fatigue, the effects of physical training, and the relation of nutritional conditions to bodily and mental health. The pathology of development, including mal-nutrition, sensory defects and nervous disease, will be discussed in so far as it forms a practical problem in the school. At the close of the course the bearing of sensory and motor training upon the general activity of the organism will be considered, and the results of an analysis of the normal process of adaptation and self-control in education will be applied to the treatment of neurasthenic and deficient children, with a view to supplement from a psychological standpoint the physical diagnosis and problems of therapeutics.

2. School and Personal Hygiene

Dr. GULICK

2 hours a week. (Second Term.) Wednesday 3.45 to 5.45

This course will discuss the facts underlying physical training, with particular reference to their application in a city public school system. There will be two major divisions of the subject.

(A) The physical education secured unconsciously through play.

Games and athletic sports ; the facts of play ; the play progression by age and sex ; seasonal rotation of plays ; play, instinct and tradition ; the theory of toys ; play and urbanization ; the direction and control of play ; play of exceptional children ; play and the philosophy of life.

(B) The physical education secured consciously through gymnastics. The need for gymnastics ; the principles of gymnastics ; summary of the physiology and psychology of exercise ; gymnastic material ; the teaching of gymnastics.

9. Principles of Physical Education

Dr. GULICK

2 hours a week. (First Term.) Wednesday, 3.45 to 5.45

A study of the conditions under which individuals may work in order to secure the utmost efficiency and happiness and of the specific conditions under which children labor in their school life. The course will include the following topics : Work, rest, sleep, recreation ; hygiene of worry, hope, fear, belief, etc. ; muscular, neural, volitional and emotional fatigue ; hygiene of the body, posture, carriage, nutrition, bathing, clothing ; physical health as related to desks, recesses, posture, lighting, etc. ; infectious diseases and the duties of the school physician ; physical examination of school children ; elementary school courses in physiology and hygiene.

II. Philosophy and Ethics

4. History of Ancient and Medieval Philosophy

PROFESSOR GORDY

1 hour a week. Saturday, 9.15 to 10.15

This course makes a brief survey of the history of philosophy from its beginnings in Greece to the Renaissance. Its primary aim is to make clear the relation between the course of philosophic thought during this period, and the progress of culture in general, and of educational theory and practice in particular.

13. History of Modern Philosophy

PROFESSOR GORDY

1 hour a week. Tuesday, 3.45 to 4.45

This course treats of the history of philosophy from the Renaissance to the present time, in so far as it bears on the progress of science and of education. It is open only to students who have taken Course 4.

15. Logic

PROFESSOR LOUGH

1 hour a week. Monday, 3.45 to 4.45

This course aims to give a systematic view of logic as a mental discipline and to show its practical application in securing the proper division and the orderly treatment of topics of thought. Special attention will be given to the logical steps involved in teaching.

10. Ethics

PROFESSOR SHAW

1 hour a week. Saturday, 11.15 to 12.15

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight.

The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

16. Sociology

PROFESSOR MACDOUGALL

2 hours a week. (Second Term.) Thursday, 3.45 to 5.45.

In this course, for which the study of social psychology constitutes an introduction, the typical forms of social organization will be considered in connection with fundamental human activities and relations. The course will begin with a discussion of the nature of society, its biological bases, and the special needs which condition its various institutions. The development and functions of the family will be taken up, and the relation of this primary group to the school, the church and the state. In so far as time allows, the relation of the school to other formative agents, such as the press, pulpit and platform, the socialization of the school plant, and the care of abnormal and delinquent classes, will be discussed. It is especially desired that the student shall be brought to regard the human individual as an inseparable element in a system of social institutions, and to conceive the formal education of the child in its relation to the other great divisions of social activity. Throughout the course the observation of the student's own social environment is stimulated, and history as well as current events will be drawn upon for illustrations, with a view to giving the student a clear and concrete grasp of the principles of social science.

III. History of Education

I. History of Education

PROFESSOR GORDY

2 hours a week. Tuesday and Friday, 4.45 to 5.45

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticise educational systems and theories in the light of what is regarded as sound educational doctrine. It thus seeks to give the culture that results from an acquaintance with the moving forces of civilization, and at the same time to lay a broad and deep foundation for professional insight and professional work.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples, it glances rapidly at the civilizations of the Orient, and then makes a detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it, which enabled the Romans to build up the Roman Empire. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of education in the Middle Ages, and points out how the principle of authority, which was its most marked characteristic, had its counterpart in the Roman Church on the one hand, and the Holy Roman Empire on the other. It discusses the various causes—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristic of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a résumé of the educational principles collected during the survey of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine. Students are advised to study the history of ancient and mediæval philosophy before taking this course.

6a. Educational Classics

PROFESSOR GORDY

1 hour a week. Friday, 3.45 to 4.45

This course makes a study of the most celebrated pedagogical writings of ancient times. Parts of Plato's *Republic*, Plato's *Laws*,

Xenophon's *Cyropædia*, Aristotle's *Politics* and Quintilian's *Education of an Orator* are critically studied. The aim is to trace the connection between the philosophic views of the writers and their educational ideals; to show the relation between those ideals and the civilization of the period, on the one hand, and, on the other, the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, Course 1. It will be given only in alternate years.

6b. Educational Classics

PROFESSOR GORDY

1 hour a week. (Not given 1905-1906.)

This course makes a study of the most celebrated pedagogical writings of modern times. Montaigne's *Essays*, Locke's *Thoughts on Education*, Rousseau's *Emile*, Spenser's *What Knowledge is of Most Worth*, Froebel's *Education of Man*, Herbart's *Outlines of Educational Doctrine* are critically examined. The object aimed at is (1) to ascertain their inner consistency; (2) their relation to the civilizations of their times; and (3) the elements which they contribute to sound educational philosophy. This course will be open only to those who have taken, or are taking, Course 1, and will be given only on alternate years.

31. Research in the History of Education

PROFESSOR GORDY

1 hour a week, Hour to be announced

This course will take up some period in the history of education. The period selected will depend largely on the wishes of the class, and make a detailed and extended study of it. It is designed especially for those who are preparing to teach the history of education in normal schools and colleges.

IV. Science of Education

7. Principles of Education

DEAN BALLIET

2 hours a week. Saturday, 9.15 to 11.15

This course will consist of a series of lectures on the general principles underlying the science of education. The most important princi-

ples which biology, physiology, psychology and anthropology have contributed to educational science will be considered and their practical application indicated. Some fundamental educational problems will be discussed in the light of evolution. Some of the special topics to be treated are the following: Brain localization and the light it throws on the problems of physical and manual training; eye-mindedness, ear-mindedness and motor-mindedness and their bearing on education; imitation, habit, inhibition, sense of rhythm, fatigue, etc., in their application to specific educational problems; the order of maturing of the nervous system in its bearing on education; the instincts and education; adolescence and some problems of secondary education; growth and its bearing on education; the doctrine of interest; principles determining the course of study; education and civilization.

8. School Administration and Supervision

SUPERINTENDENT CHANCELLOR.

1 hour a week. Tuesday, 4.45 to 5.45

The aim of the course is to develop and illustrate the principles and methods of administering school systems and of supervising and managing schools, classes, teachers and pupils. Among the topics to be considered are these: The principles of administration, of supervision, of discipline or control, of direction, and of teaching as a factor in management; courses of study and programs for grades and departments; the construction of schoolhouses, including sanitation, ventilation, and lighting; financial affairs; the board of education; the school community; normal, parental, evening, vacation, rural, summer, and private schools; playgrounds and gardens; public lectures; school libraries; text-books, supplies, and apparatus; grading and promoting pupils; salaries and schedules of increase; reports and records; educational reforms; applications of the "new psychology"; rules and regulations; the teachers' meeting as conducted by superintendent, by specialist, by principal, and by supervisor; the educational policy of the profession and that of the municipality; and the relations of free public education to State, Church, Family, and Society.

Dean Balliet will give the last eight lectures of this course on the school systems of several European countries, their organization and administration and the theories on which they are based, including primary schools, secondary schools and universities. A comparative study between these systems and our own, including courses of study and methods of teaching, will be made and the practical lessons to be learned pointed out.

19. Contemporary Educational Literature

PROFESSOR MACDOUGALL

1 hour a week. Wednesday, 3.45 to 4.45

The course will be conducted as a seminary and is open only to those who have received the consent of the instructor. A series of selected works, approximately ten in number, will be read in the course of the year. The contents of these books will be presented in outline by members of the class in turn and the subject matter will then be taken up for discussion. The course seeks both to provide systematic reading in the basis, theory and practice of education, and to offer opportunity for the development of critical judgment on the part of the student.

30. Philosophy of Education

PROFESSOR GORDY

1 hour a week. Saturday, 10.15 to 11.15

This course seeks to ascertain as definitely as possible the end that education should seek to realize, and then considers the means that ought to be employed in attaining it. The question of means is considered from both the subjective and the objective points of view. In connection with the former a careful study is made of those impulses of the child that make education possible, and especially of imitation, and the Herbartian doctrine of interest is critically examined. In connection with the latter, a critical study is made of school curricula, correlation, concentration, and allied topics. The intention is to show that neither side of the two-fold nature of man should be lost sight of in any stage of his development; that from the kindergarten to the university and professional schools the work of the student ought to be arranged with a view to preparing him to serve society more effectively, and at the same time, to enabling him to attain to the utmost fullness and completeness in his own inner life.

32. Research in Educational Problems

PROFESSOR LOUGH

1 hour a week. Saturday, 10.15 to 11.15

This course is intended for advanced students and to afford an opportunity for the scientific investigation of specific educational problems. The subjects taken up by each student will be determined after consultation. The following are some of the topics now under investiga-

tion : Formation of habits ; memory ; fatigue ; course of pupils through the grades ; relative value of oral and visual training in language and arithmetic, etc. The study of these topics will be continued, and such other subjects will be taken up as the interests of the individual student may suggest.

Special permission is required for enrollment.

V. Art of Teaching

22. General Method

DEAN BALLIET.

1 hour a week. Saturday, 12.15 to 1.15

The general aim of education and the factors which determine it. The psychological and pedagogical principles on which method must be based. Among other topics will be discussed the following : Education values, the instincts and interest, attention, the place of induction and deduction in teaching, apperception, the motor element in education, the psychic factor in motor training, etc.

Practical applications for purposes of illustration will be made to the various studies of the elementary and secondary school.

23. Special Method in Geography and Reading

DEAN BALLIET

1 hour a week. Friday, 3.45 to 4.45

The first part of this course will consist of a somewhat detailed study of the best methods of teaching geography in the elementary schools. Some of the most important topics to be discussed are the following : The aim and scope of geography as a school study ; "home geography," its aim and what it embraces ; children's interests in various phases of the subject ; the ethnographic phase of geography ; the elements of physiography which may be taught in elementary schools ; map study and the function of map drawing ; what may be taught in mathematical geography and what should be omitted ; what phases of meteorology may be taught ; climate ; the geography of the ocean ; products of various countries and commerce—what should be taught and what omitted ; trade centers and trade routes ; the special study of various countries ; relation of geography to history ; various devices for presenting the subject in elementary schools ; a course of study in geography.

Students who wish to combine a course of methods in geography and history may be transferred in the middle of the year to Course 26, where they may take methods in history during the remainder of the year.

The second part of the course will consist of a discussion of methods of teaching reading in primary and grammar schools. It will include, among many other topics, the following: Silent reading and oral reading, the specific function of each; how a child acquires an oral vocabulary; the relation of writing to reading; the sentence method, word method, and phonic method; the use and abuse of phonics; diacritical marks, their use and abuse; methods of teaching reading in grammar schools; rapid reading; the art of skipping; the special function of oral reading; literature in the grammar schools; how to select reading matter; brief history of methods of teaching reading.

24. Course on the Methods of Teaching English

DEAN BALLIET

1 hour a week. Thursday, 3.45 to 4.45

This course will discuss the general problem of teaching English in elementary and secondary schools, including among other topics the following: The mechanical elements in language, such as spelling, punctuation, use of capitals, contractions, abbreviations, conventional forms, etc., and how to teach them; the aim of composition, and the methods of teaching it as determined by this aim; formal grammar, its function and its place in the curriculum; the study of literature, its aim and method; oral reading as a means of interpretation; the selection of literary material; adolescence in its bearing on this selection; the ethical aim in teaching literature; literature as art.

26. Special Method in Arithmetic and History.

DEAN BALLIET

1 hour a week. Thursday, 4.45 to 5.45

The first part of this course will embrace a discussion of the principles underlying the teaching of arithmetic and a detailed study of the best methods of presenting the various phases of the subject in primary and grammar schools. Some of the topics that will be discussed are the following: The nature of number; how the child gains his first conception of number; the number conceptions of primitive peoples as compared with those of children; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching

primary arithmetic; methods of teaching arithmetic in grammar schools; the relation of arithmetic to algebra and to geometry; a brief sketch of the history of method in arithmetic.

The second part of this course will consist of a series of lectures on methods of teaching history with special reference to the work of the primary and grammar schools. The general problem of history teaching in secondary schools will also be briefly treated. Children's interest at different ages in the various phases of history and the order in which the different phases of the subject are to be taken up will be discussed. Among the special topics to be discussed are: The place of the story; the heroic and dramatic in history; the place of biography; how to develop in children conceptions of time and of the meaning of dates; the place of the history of customs and of social life; wars; relations of geography to history; periods of history; the place of the history of politics and government; various conceptions of the nature and scope of history.

The last eight lectures of this course will be given by Superintendent W. E. Chancellor. Among the topics which he will discuss are the following: Bibliography of standard histories and source materials; discussion of the principles of text-book criticism; account of the methods of scientific investigation into historical documents; relation of American literature to movements in politics; the economic interpretation of our history; the progress of Americanism through the successive stages and periods; territorial expansion; bibliography of historical fiction, with a discussion of its values; methods and devices for written and oral advance and review work; correlation with English composition; discussion of certain elementary principles of our Constitution and scheme of government, national and State; discussion of the mental powers and limitations of grammar grade children in respect to historical facts and interpretation.

N. B.—By combining the first half of each of Courses 23 and 26, the student can form a thirty-hour course in Geography and Arithmetic; by combining the last half of each course, a thirty-hour course in Reading and History; by changing from one to the other in the middle of the year, a course of thirty hours in Arithmetic and Reading or one in Geography and History may be formed.

27. Spelling, Reading, and Writing

PROFESSOR MACDOUGALL

1 hour a week. Wednesday, 4.45 to 5.45

An introduction to primary method. The discussion of each of the three topics taken up in the course of the year will begin with a study of the psychological processes involved in the child's activity. In the light of principles thus derived the merits of different systems will be

compared and questions of class and individual method considered. The course will be conducted by lectures, discussions, and the reading of selected literature. It is hoped that members of the class may be provided with opportunity for independent investigation in connection with their studies.

61. Industrial Art

MRS. ANNIE L. JESSUP

Saturday, 9.15 to 12.15

The Department of Industrial Art offering courses in the Summer School and at Washington Square during the collegiate year, has been created to meet the needs of teachers who desire to give instruction in Domestic Art in the public schools. These classes are intended primarily to fit grade teachers for special work, either in the day or night schools; but the courses are open to any teachers who desire to add this work to their general pedagogical equipment. The instruction will include methods of teaching, as well as technical work. The courses are not accepted for credit toward a degree. A certificate will be given upon the satisfactory completion of the courses. Credit will be given by the Board of Examiners of the New York City Schools for the courses in Domestic Art, and certificates for these courses will be accepted in lieu of one year's professional training in the case of teachers holding License No. 1.

This course includes instruction in cord and raffia work, rug weaving, elementary sewing, pattern drafting, costume designing, garment-making and millinery as taught in the elementary and high schools. The technical instruction will be supplemented by lectures on Manual Training, on Domestic Economy, and on Methods of Teaching. Black-board illustration will form a part of each lesson.

Exhibit of Text-Books

A permanent exhibit of the most recent text-books on history has been collected during the past year, covering all grades, from the elementary school to the college. This exhibit is found in the library of the School of Pedagogy and is open for inspection daily from 9 to 12, and 2 to 4.30, except on Saturdays, when it is open from 9 to 12 only. It is proposed to add text-books on other subjects during the coming year. Professors in higher institutions, and teachers in high schools and elementary schools of New York and elsewhere are invited to inspect this exhibit.

Courses in Pedagogy Given in the University Summer School, 1905

- S3. Descriptive Psychology, 60 hours, Professor MacDougall.
- S6. Educational Classics, 30 hours, Professor MacDougall.
- S7. Principles and Methods of Teaching, 60 hours, District Superintendent Taylor.
- S10. Ethics, 30 hours, Professor Shaw.
- S11. Experimental Psychology, 30 hours, Professor Lough.
- S12. Educational Psychology, 30 hours, Professor Lough.
- S21. Logic, 30 hours, Professor Shaw.
- S23. Methods in Geography, 30 hours, Professor Mitchell.
- S24. Methods in English, 30 hours, Professor Lowes.
- S29. Methods of Teaching Modern Languages, 30 hours, Professor McLouth.
- S40. Methods in Nature Study, 60 hours, Mr. Hunter.
- S51. Kindergarten and Primary Methods, 60 hours, Dr. Merrill, Miss Harris, Miss Hill.
- S61-67. Special Courses in Domestic Art, Mrs. Jessup.
- S71. Principles of Physical Training, 30 hours, Dr. Gulick.
- S72. School and Personal Hygiene, 30 hours, Dr. Gulick.
- S73. Elementary School Gymnastics, 30 hours, Miss White.
- S74. Rhythmical Exercises and Games, 30 hours, Miss White.

All courses are given daily, except Saturday, from July 6 until August 16.

Details of these courses are given in the Bulletin of the Summer School.

Washington Square Collegiate Division

The Collegiate Division at Washington Square was organized in 1903 to afford to teachers who were graduates of Normal Schools and to others who had taken two or three years of a college course without completing it, or who had completed the course at a college not recognized for admission to the Graduate School or the School of Pedagogy, an opportunity to continue courses of liberal study in arts and pure science, and eventually to secure the bachelor's degree. The courses are given in the University Building at Washington Square in the afternoons and evenings and on Saturday mornings, and are open to both men and women with the qualifications above stated. In addition to the courses offered in this school only, students of the school may elect certain courses in the Summer School, the Graduate School, the School of Pedagogy and the School of Commerce. Full information is given in a special bulletin, which will be sent upon application.

The School of Pedagogy

Roll of Students, 1904-1905

- *Alice Ackerman.....New York City
New York City Normal College, B.A., 1903.
- Alice Ida Adams.....New York City
State Normal School, Plattsburg, N. Y., 1895; State Normal
School, Albany, N. Y., B.Pd., 1897; M.Pd., 1898.
- *Martha Adler.....New York City
New York City Normal College, A.B., 1894.
- *Anna Rebecca Aiken.....New York City
- Margaret Aitken.....Johnstown, N. Y.
State Normal College, Albany, N. Y., 1895; New York University,
Pd.M., 1902.
- Elizabeth Mary Alderdice.....New York City
Syracuse University, A.B., 1902; New York University, Pd.M.,
1904.
- John Clarence Atwater.....Yonkers, N. Y.
Syracuse University, A.B., 1898.
- *Lola Monta Au.....New York City
- Margaret Ellen Bacon....New York City
New York City Normal College, 1881.
- Burton Marcus Balch.....Brooklyn, N. Y.
Hamilton College, A.M., 1895.
- *Susan Agnes Barry.....New York City
New York City Normal College, 1889.
- Reeves Dyer Batten.....Maywood, N. J.
State Normal School, Trenton, N. J., 1901.
- *Anna Gartelette BauerBrooklyn, N. Y.
Normal College, Hanover, Germany, 1877.
- Alberta BeckerHunter's Land, N. Y.
State Normal School, Oneonta, N. Y., 1897.
- Joseph Louis Beha.....Paterson, N. J.
Columbia University, B.A., 1904.
- Arthur Ellsworth Bennett.....Fayette, Iowa
Kansas Normal College, B.S., 1889; A.B., 1890; New Mexico
Normal School, Pd.M., 1892.
- *Mary Elizabeth Benton.....Jersey City, N. J.
Jersey City Normal School, 1878.

- Louis Bernard Berkowitch.....New York City
College of the City of New York, B.S., 1901.
- *Elizabeth Janet Best.....Bloomfield, N. J.
State Normal School, Trenton, N. J., 1897.
- *Fred J. Bierce.....Great Neck, N. Y.
State Normal School, Cortland, N. Y., 1901.
- Maria Woodward Bishop.....Cortland, N. Y.
State Normal School, Cortland, N. Y., 1880.
- *Anna Agnes Blair.....New York City
New York City Normal College, 1888.
- Agnes Milliken Blakeley.....White Plains, N. Y.
State Normal School, Albany, N. Y., 1892.
- Belle BleierNew York City
New York City Normal College, B.A., 1898.
- Julius BluhmNew York City
College of the City of New York, A.B., 1899.
- *Jeannette Ethel Blum.....New York City
New York City Normal College, B.S., 1903.
- *Mary Evangeline Bodine.....Dunellen, N. J.
State Normal School, Trenton, N. J., 1891.
- Anna Bodler.....Newark, N. J.
State Normal School, Mansfield, Pa., B.S., 1892 ; University of
Chicago, Ph.B., 1901.
- *Frances G. Bogert.....Brooklyn, N. Y.
- John Kennedy Bolen.....Brooklyn, N. Y.
Manhattan College, B.A., 1894.
- Grace BowtellBrooklyn, N. Y.
New York City Normal College, 1887.
- *Lucy Annie Brennan.....White Plains, N. Y.
New York City Normal College, 1889.
- Robert Bernard Brodie.....Brooklyn, N. Y.
College of the City of New York, B.S., 1903.
- Mabel Fannie Brown.....Dunkirk, N. Y.
State Normal School, Fredonia, N. Y., 1899.
- *Michael Augustus Buckley.....New York City
- *Alma M. Bullowa.....New York City
New York City Normal College, A.B., 1904.
- *Muriel Burger.....New York City
New York City Normal College, A.B., 1902.

- Jessie Alice Burr.....Boonville, N. Y.
Cornell University, B.S., 1893.
- Olinda Anne Camp.....New York City
New York City Normal College, 1887; New York University,
Pd.M., 1900; Pd.D., 1904.
- *Emma Campbell.....Jersey City, N. J.
- *Margaret Elizabeth Carey.....West New York, N. J.
- *Bridget Mary Frances Caulfield.....Highbridge, N. Y.
- William Estabrook Chancellor.....Paterson, N. J.
Amherst College, A.B., 1889; A.M., 1895.
- James Henry Christie.....Bayonne, N. J.
St. Lawrence University, B.S., 1893; Seton Hall College, M.S.,
1898; New York Law School, LL.B., 1899.
- *Sarah Christie.....Long Island City, N. Y.
Cooper Union, B.S., 1898.
- *Elsie Ripley Clapp.....Brooklyn, N. Y.
- Henry Fitch Clark.....Stapleton, S. I.
Wesleyan University, A.M., 1886.
- Jacob Earl Clark.....Roslyn, N. Y.
State Normal School, Brockport, N. Y., 1898.
- Agnes Clift.....Long Island City, N. Y.
New York City Normal College, 1875; New York University,
Pd.M., 1902.
- Charles Wiggins Cobb.....New York City
Amherst College, A.B., 1897; A.M., 1901.
- *Jessie Theodosia Coddington.....Brooklyn, N. Y.
- Bernard Cohen.....New York City
College of the City of New York, B.A., 1903.
- *Rachel Cohen.....New York City
New York City Normal College, 1890.
- Samuel Cohen.....New York City
College of the City of New York, A.B., 1902.
- Robert Comin.....Richmond Hill, N. Y.
Princeton University, A.B., 1897.
- John Francis Condon.....New York City
College of the City of New York, A.B., 1882; New York Univer-
sity, Pd.M., 1903.

- *Bertha Cookingham.....New York City
New York City Normal College, 1902.
- Benjamin Franklin Cooley.....Oyster Bay, N. Y.
State Normal School, Brockport, N. Y., 1883.
- Elizabeth Gertrude Cooley.....New York City
New York City Normal College, 1891.
- David Birdsall Corson.....Newark, N. J.
State Normal School, Trenton, N. J., 1884; New York University,
Pd.M., 1893.
- *Jane Darling Courier.....Newark, N. J.
- *Jesse Ernest Crane.....Branchville, N. J.
State Normal School, Trenton, N. J., 1903.
- William Albert Crane.....Stapleton, N. Y.
Adelphi College, A.B., 1903; Columbia University, A.M., 1904.
- *Margaretta Culbert.....New York City
New York City Normal College, 1870.
- *Annie Elizabeth Cunningham.....New York City
New York City Normal College, 1881.
- *Mary Beatrice Curran.....New York City
- *Janet Margaret Dailey.....East Orange, N. J.
- *Anna Louise Davis.....New York City
State Normal School, Oneonta, N. Y., 1902.
- Mary R. Gale Davis.....Bridgeport, Conn.
- *Mary Staats DeGarmo.....Newark, N. J.
- James Burt Thomas Demarest.....New York City
New York University, Pd.M., 1898.
- *Sara Denison.....Ridgewood, N. J.
- Bernard Joseph Devlin.....New York City
College of the City of New York, A.B., 1888; College of St. Francis
Xavier, A.M., 1893; New York University, Pd.M., 1898.
- Lizzie Isabel Dowling.....New York City
New York City Normal College, 1886.
New York University, Pd.M., 1902.
- James Abraham Dugan.....Richmond Hill, N. Y.
State Normal School, Oneonta, N. Y., 1898; New York University,
Ph.B., 1904; St. John's College, A.B., 1904.
- *Sarah Edmond.....Cranford, N. J.
- Bertha Hermine Ehlers.....Philadelphia, Pa.
Bryn Mawr, A.B., 1904.

- *Hanna Louise Fairbrother.....Flushing, N. Y.
 *Alexander Fichandler.....New York City
 Nathaniel Filfuss.....New York City
 College of the City of New York, A.B., 1902.
 Walter Findlay.....New York City
 College of the City of New York, B.S., 1897; New York University,
 LL.B., 1901.
 Anna Larger Finrock.....Richmond, Ind.
 Earlham College, Ph.B., 1895.
 Mary Finley.....New York City
 New York City Normal College, 1888.
 Sidney Grant Firman.....Piermont, N. Y.
 State Normal School, Oneonta, N. Y., 1893.
 *Margaret J. Fitzgerald.....New York City
 *Frances Hamlin Flagler.....Brooklyn, N. Y.
 Orrie Watson Flavelle.....Newark, N. J.
 State Normal School, Trenton, N. J., 1899.
 *Alice Fleischmann.....New York City
 New York City Normal College, 1886.
 *Mabel Foster.....Brooklyn, N. Y.
 *Mary Louise Freeman.....Saratoga Springs, N. Y.
 State Normal School, Albany, N. Y., 1898.
 *Josephine Antoinette Frey.... .Brooklyn, N. Y.
 *Henry Eugene Fritz.....New York City
 *Camilla Elise Fueslein.....New York City
 Elsie Gardner.....Stuyvesant, N. Y.
 State Normal School, Oneonta, N. Y., 1899.
 *Martha Garside.....Brooklyn, N. Y.
 Laura Shepard Gay.....Seneca Falls, N. Y.
 Smith College, B.S., 1896.
 Harry Detleff Gerke.....Alpine, N. J.
 State Normal School, Trenton, N. J., 1899.
 Stephen Bedle Gilhuly.....Rutherford, N. J.
 Lafayette College, A.M., 1891.
 Charles Henry Gleason, Jr.....Newark, N. J.
 State Normal School, Trenton, N. J., 1898; New York University,
 Pd.M., 1904.
 Leon Wolf Goldrich.....New York City
 College of the City of New York, B.S., 1894; New York University,
 LL.B., 1897.

- *Gratia Goller.....Brooklyn, N. Y.
 Julius Gottlieb.....New York City
 New York University, A.B., 1900.
- M. Moritz Greditzer.....New York City
 Gymnasium, Ostrovo, Prussia, 1883.
- Edith Greer.....Brooklyn, N. Y.
 Vassar College, B.A., 1889; M A., 1890.
- Florence Greer.....Brooklyn, N. Y.
 Vassar College, A.B., 1899.
- Jessie Lillian Gregory.....New York City
 New York City Normal College, B.A., 1900.
- *Joseph Thomas Griffin.....Brooklyn, N. Y.
- *Cornelia Miriam Gross.....New York City
 New York City Normal College, A.B., 1904.
- Frederick Samuel Grow.....Newark, N. J.
 University of Vermont, A.B., 1891; New York University, A.M.,
 1904.
- Edward Hugo Gumbart.....East Norwalk, Conn.
 New York University, Pd.M., 1903.
- *Albert Briggs Hall.....Port Chester, N. Y.
 State Normal School, Cortland, N. Y., 1897.
- Clarence Dayton Hanford.....New York City
 State Normal School, Oswego, N. Y., 1900.
- Joseph Alfonso Haniphy.....Brooklyn, N. Y.
 New York University, A.B., 1903.
- *Mary Hanlon.....New York City
 New York City Normal College, 1897.
- *Elizabeth Loretta Hayden....New York City
 New York City Normal College, A B., 1903.
- *Willard Lincoln Haywood.....Newark, N. J.
- *Emma Herdling.....New York City
 New York City Normal College, 1894.
- Catherine Regina Hickey.....Laurel Hill, L. I.
 New York City Normal College, 1880; New York University,
 Pd.M., 1904.
- Lewis Wickes Hine.....Oshkosh, Wis.
- George Preston Hitchcock.....Brooklyn, N. Y.
 Amherst College, A.B., 1892.

- Elizabeth Josephine Hofer.....New York City
New York City Normal College, 1877; New York University,
Pd.M., 1903.
- *Mary Louise Holm.....Brooklyn, N. Y.
New York City Normal College, 1893.
- Genevieve Holmes.....Warnerville, N. Y.
State Normal School, Oneonta, N. Y., 1900.
- *Frederick Carleton Hooker.....Flushing, N. Y.
State Normal School, Oneonta, N. Y., 1897.
- *Myrta A. Hooker.....Jamaica, N. Y.
State Normal School, Geneseo, N. Y., 1895.
- Walter David Hopkins.....Brooklyn, N. Y.
Cornell University, A.B., 1893; Harvard University, Ph.D., 1902.
- John Irving Howland.....New York City
State Normal School, New Paltz, N. Y., 1897; New York University,
Pd.M., 1904.
- Charles De Forest Hoxie.....Yonkers, N. Y.
New York University, Pd.M., 1903.
- *Emma Antoinette Hulse.....Flushing, N. Y.
New York City Normal College, A.B., 1894.
- *George Francis Humphries.....New York City
- Russell Hunt.....New York City
College of the City of New York, B.S., 1903.
- Elizabeth Scott Irving.....New York City
New York City Normal College, 1884.
- Michael Jerome Isaacs.....New York City
College of the City of New York, B.S., 1898.
- Elizabeth Anne Jacobs.....New York City
New York City Normal College, 1880.
- Martin Joyce.....Richmond Hill, N. Y.
New York University, Pd.M., 1903.
- Joseph Kahn.....New York City
College of the City of New York, B.S., 1900; New York University,
Pd.M., 1903; Ph.D., 1904.
- Albert Kamholtz.....New York City
College of the City of New York, B.S., 1902.
- Mildred Charlotte Kastenbein.....New York City
New York City Normal College, 1897.
- *Nora Constance Keane.....New York City
New York City Normal College, A.B., 1903.

- *Laura Kearns.....Brooklyn, N. Y.
New York City Normal College, 1887.
- *Mary Keating.....Jersey City, N. J.
- Watson Frederick Keeney.....West New Brighton, S. I.
State Normal School, Oneonta, N. Y., 1900; New York University,
Pd.M., 1904.
- *Frances Magdalene Keleghan.....Nixon, Pa.
- Thomas Fenton Kennedy.....Newark, N. J.
St. Francis College, A.B., 1898; A.M., 1902.
- Mary Elizabeth Kerrigan.....New York City
New York University, Pd.M., 1896.
- Walter Asa Keyes.....New York City
New York University, B.S., 1890; Pd.M., 1903.
- John E. Kiffin.....Long Island City, L. I.
Manhattan College, A.B., 1899; A.M., 1901.
- Edward Francis Kilcoin.....New York City
State Normal School, Albany, N. Y., 1891.
- *Fanny King.....Orange, N. J.
- Fred DeLancy King.....Lawrence, N. Y.
State Normal School, Albany, N. Y., 1882.
- Katharine J. King.....Brooklyn, N. Y.
New York University, Pd.M., 1893; Adelphi College, A.B., 1904.
- *Kittie Eloise Kinne.....Syracuse, N. Y.
- Patrick Richard Kinney.....New York City
Manhattan College, B.A., 1891; M.A., 1904.
- George Kintner.....Carlstadt, N. J.
State Normal School, Kutztown, Pa., 1884; New York University,
Pd.M., 1898.
- *Frieda Kirschner.....New York City
New York City Normal College, 1896.
- Edward Klein.....New York City
College of the City of New York, B.S., 1901.
- Elizabeth Catharine Klein.....Brooklyn, N. Y.
New York City Normal College, 1888.
- Margaret Knox.....New York City
New York City Normal College, 1885; New York University,
Pd.M., 1901.

- William Frederick Kurz, Jr. New York City
College of the City of New York, B.S., 1894; New York University, Pd.M., 1903.
- *Edna May Lacey Newark, N. J.
- *Mary Cecelia Lawlor..... New York City
New York City Normal College, 1885.
- *Susan Falkenburg Leaming..... Chicago, Ill.
- Caroline Wilhelmina Leeker..... Brooklyn, N. Y.
New York City Normal College, 1898; B.S., 1902.
- Bertha Lenkawski..... Brooklyn, N. Y.
New York City Normal College, 1892.
- *Mabel Ripley Leonard..... Brooklyn, N. Y.
- *Rene Thurston LeValley..... New York City
State Normal School, Oswego, N. Y., 1899.
- *Clara Levy..... Newark, N. J.
- *Daisy Levy New York City
- *Ethel Liplich..... New York City
New York City Normal College, 1901.
- Dwight Ralston Little..... Brooklyn, N. Y.
Williams College, A.B., 1900; New York University, M.A., 1903.
- Albert Loewinthan..... New York City
College of the City of New York, A.B., 1901.
- *Samuel Ludlow..... New York City
St. Joseph's Seminary, Dunwoodie, N. Y., 1901.
- Richard Francis McCormack..... New York City
College of the City of New York, B.S., 1894.
- *Annie McDermott..... New York City
- Mary Isabelle McDonald..... New York City
New York City Normal College, 1880; New York University,
Pd.M., 1903.
- *Mary Louise McDonnell..... Hoboken, N. J.
Hoboken Normal School, 1879.
- John Dobbin McDowell..... Brooklyn, N. Y.
Royal University of Ireland, B.A., 1886; M.A., 1894.
- John D'Arcy McGee..... New York City
Laval University, Quebec, B.L., 1890.
- *Hannah McGill..... New York City
New York City Normal College, 1883.

- *Elizabeth Marie McGowanNew York City
New York City Normal College, 1898.
- *Anna Frances M'Grath.....Stirling, N. J.
St. Elizabeth's College, 1894.
- John Clark McLaurry.....East Orange, N. J.
State Normal College, Albany, N. Y., Pd.B., 1895 ; Pd.M., 1898.
- *Esther Fenn MacMaster.....Elizabeth, N. J.
State Normal School, Trenton, N. J., 1902.
- Mary Elizabeth McQuirk.....Huntington, N. Y.
New York University, Pd.M., 1904.
- Mary McSwyny.....Brooklyn, N. Y.
New York City Normal College, 1889.
- *Frances Catherine Maloney.....Brooklyn, N. Y.
New York City Normal College, B.A., 1902.
- Jane Corlett Mammel.....Brooklyn, N. Y.
New York City Normal College, 1885.
- *Julian Mandel.....Brooklyn, N. Y.
- *Dora Frances Marks.....New York City
New York City Normal College, B.A., 1900.
- *Jennie Clark Marran.....Yonkers, N. Y.
State Normal College, Albany, N. Y., 1891.
- *Frederick William Martin.....New York City
- *May Axford Martin.....Newark, N. J.
- Robert Beard Marvin Brooklyn, N. Y.
Hamilton College, A.B., 1892 ; New York University, A.M., 1902.
- Olga MarxNew York City
New York City Normal College, A.B., 1899 ; New York University, Pd.M., 1903.
- Peter Francis May.....Brooklyn, N. Y.
New York University, Pd.M., 1903.
- Frederick Heermance MeadFlushing, N. Y.
Hamilton College, A.B., 1890 ; A.M., 1893 ; New York University,
Pd.M., 1898.
- *Anna Isabella Meharg.....Hoboken, N. J.
Hoboken Normal School, 1886.
- *Isidora Adelle Meister.....New York City
New York City Normal College, 1898.
- Charles Miller.....Brooklyn, N. Y.
College of the City of New York, B.S., 1900.

- *Elizabeth Miller... Roxbury, N. Y.
State Normal School, Oneonta, N. Y., 1898.
- Katharine Brown Minor... Honesdale, Pa.
New York University, Pd.M., 1902.
- *Mary Ellen Mohr... New York City
New York City Normal College, 1891.
- Bertha Emeline Montgomery... Oberlin, Ohio
New York University, Pd.M., 1904.
- *Annie Elizabeth Moore... Hoboken, N. J.
Hoboken Normal School, 1876.
- *Ernest George Mueller... New York City
Arthur Mulligan... New York City
St. Francis Xavier, B.A., 1902; M.A., 1903.
- Edward Appleton Murphy... Jersey City, N. J.
- *Mary Cecilia Neafsey... Elizabeth, N. J.
- Joseph Newman... New York City
College of the City of New York, A.B., 1897; New York University, M.S., 1900.
- *Lucille Hernandez Nicol... Brooklyn, N. Y.
New York City Normal College, 1897.
- *Clyde McClellan Nisbeth... New Brighton, S. I.
- *Mary Agnes Noonan... New York City
- *Lena Goodrich Norton... New York City
Lake Erie Seminary, 1889.
- *George Henry Nulty... Tompkinsville, S. I.
State Normal School, Potsdam, N. Y., 1896.
- William Whiteley Nutting... New York City
State Normal School, Winona, Minn., 1888.
- *Mary Magdalene O'Connell... New York City
- Mary Ellen O'Farrell... New York City
New York City Normal College, 1880.
- Charles Edwin O'Neill... New York City
College of the City of New York, A.B., 1894; New York University, LL.B., 1897.
- Mary Janet Clancy O'Neil... Brooklyn, N. Y.
- Katharine Leonette Osincup... West New Brighton, S. I.
State Normal School, Oneonta, N. Y., 1899.
- Alice Smedley Palmer... New York City
Swarthmore College, A.B., 1889.

- John Robert Palmer.....Westbury Station, L. I.
State Normal School, Geneseo, N. Y., 1896.
- Martha Huntingdon PattonOneonta, N. Y.
State Normal School, Oneonta, N. Y., 1901.
- Abraham PeigirskyNew York City
University of Strasburg, Ph.D., 1901.
- Harold Peyser.....Kingsbridge, N. Y.
College of the City of New York, B.S., 1896.
- Clarence John PhelanBrooklyn, N. Y.
College of the Holy Cross, Worcester, Mass., A.B., 1902.
- Ellen Morgan Phillips.....New York City
New York City Normal College, 1890; New York University,
Pd.M., 1901.
- Minnie Adelaide Pinch....Hornellsville, N. Y.
Cornell University, A.B., 1898.
- George Ripley Pinkham.....Great Barrington, Mass.
Brown University, A.B., 1887; A.M., 1890.
- William Franklin Porter.....New York City
State Normal School, Millersville, Pa., 1881; New York University,
Pd.M., 1904.
- *Kate Barhyte Potts.....Scranton, Pa.
- Richard Linwood Powell.....Lyndhurst, N. J.
New York University, Pd.M., 1904.
- Florence Edna Powers.....Boonton, N. J.
- Francis William Powers.....Brooklyn, N. Y.
College of the City of New York, A.B., 1892.
- *Edwin Murlin Preston.....Tomkins Cove, N. Y.
- Isaac Price.....New York City
College of the City of New York, B.S., 1901.
- Katharine QuinnNew York City
New York City Normal College, 1878.
- *Helen Regan.....New York City
New York City Normal College, A.B., 1902.
- †Katharine Yore Reidy.....Tompkinsville, S. I.
State Normal School, New Paltz, N. Y., 1893.
- Frank Adson Rexford.....Brooklyn, N. Y.
State Normal School, Brockport, N. Y., 1900.

† Deceased.

- Kurt Ernest Richter.....New York City
Addison Normal College, 1894 ; New York University, Pd.M., 1904.
- *Peter Chapman Ritchie, Jr.....New York City
- Samuel Arndt Roberson.....Bayonne, N. J.
- *Fanny Elizabeth Roberts.....Brooklyn, N. Y.
- John Stacey Roberts.....New York City
College of the City of New York, B.S., 1895 ; New York University, Pd.M., 1902.
- *Marie Grace Rodier.....New York City
New York City Normal College, 1893.
- William Ignatius Rodier.....New York City
Fordham College, A.B., 1904.
- Christina Logan Roe.....New York City
Provincial Normal School, Toronto, Canada, 1889 ; New York University, Pd.M., 1903.
- James Clarkson Rogers.....Brooklyn, N. Y.
Queens University, Kingston, Canada, B.A., 1894 ; New York University, Pd.M., 1903.
- Israel Kohn Rolands.....Kingsbridge, N. Y.
New York University, B.S., 1891.
- Charles Edward Rosenthal.....New York City
College of the City of New York, B.S., 1890.
- Robert Porter St. John.....Brooklyn, N. Y.
Amherst College, A.B., 1893 ; A.M., 1896 ; Harvard University, A.M., 1898.
- Ida SandmanNew York City
New York City Normal College, 1893.
- *Emma Anna Schaller....New York City
New York City Normal College, B.S., 1902.
- Oswald Schlockow.....Brooklyn, N. Y.
College of the City of New York, B.S., 1894 ; New York University, Pd.M., 1898.
- Frederick Schoedel, Jr.....Corona, L. I.
College of the City of New York, A.B., 1896 ; New York University, Pd.M., 1903.
- Hedwig Schoenrock.....New York City
- *Charles Voorhees Searing.....Brooklyn, N. Y.
- *Catherine Madeline Secor.....Brooklyn, N. Y.

- *Louise Griffin Seidler.....Newark, N. J.
 Lewis Buckley Semple.....Brooklyn, N. Y.
 Lehigh University, A.B., 1884; A.M., 1892.
 Ellsworth Shafto.....Garfield, N. J.
 State Normal School, Trenton, N. J., 1885; New York University,
 Pd.M., 1892.
 Leah Sherwood.....New York City
 Toronto University, A.B., 1897; Ontario Normal College, 1898;
 New York University, Pd.M., 1903.
 Jacob J. Shufro.....New York City
 College of the City of New York, B.S., 1899.
 Samuel Silverman.....New York City
 College of the City of New York, B.S., 1898.
 William Martin Simmons.....New York City
 State Normal School, Albany, N. Y., 1889.
 Frank DeWitt Simons.....Ontario, N. Y.
 State Normal School, Geneseo, N. Y., 1899; New York University,
 Pd.M., 1903.
 Emma Mabel Skinner.....New York City
 New York City Normal College, 1899.
 *Anna Knapp Smith.....Astoria, N. Y.
 *Mary Morrell Smith.....Whitestone, N. Y.
 Mary Sophia Snow.....Brooklyn, N. Y.
 University of Maine, Ph.M., 1896.
 Isidore Springer.....New York City
 College of the City of New York, B.S., 1901.
 Joanna Stafford.....New York City
 New York City Normal College, 1875.
 DeKeller Stamey.....New York City
 State Normal School, Shippensburg, Pa., 1883; State Normal School,
 Millersville, Pa., B.S., 1890.
 Albert Stern.....New York City
 College of the City of New York, B.S., 1899.
 *Elizabeth Bell Stewart.....Flushing, N. Y.
 State Normal School, Oswego, N. Y., 1895.
 *Henry August Strongman.....New York City
 State Normal College, Albany, N. Y., 1900.
 Edward DuBois Stryker.....New York City
 New York University, Pd.M., 1900.

- *Mary Agnes Sullivan.....Astoria, N. Y.
State Normal School, Cortland, N. Y., 1896.
- *Annie Sutherland.....New York City
Toronto Normal School, 1899.
- *Thomas Henry Sweeney.....Astoria, N. Y.
George Dwight Sykes.....Suffern, N. Y.
Dennis Francis Tarpey.....Brooklyn, N. Y.
College of St. Francis Xavier, B.S., 1892 ; A.M., 1893.
- Gertrude Murray Elizabeth Telke.....New York City
New York City Normal College, A.B., 1901.
- *Raymond Earling Tice.....Townley, N. J.
State Normal School, Trenton, N. J., 1902.
- *James Leo TobinBrooklyn, N. Y.
Ira Winthrop Travell.....Plainfield, N. J.
Williams College, B.A., 1890.
- *Alice Tropp.....New York City
New York City Normal College, A.B., 1902.
- *Nora Eunice Tucker... ..Tompkinsville, S. I.
State Normal School, Geneseo, N. Y., 1904.
- Irvin Lee Tyler.....Locust Valley, L. I.
State Normal School, Jamaica, N. Y., 1899.
- *Carrie D. Van GaasbeekKingston, N. Y.
- *John Spencer Vermilye.....Munson, L. I.
- *Emma Elise Wagner.....New York City
John WeichselNew York City
Royal Polytechnicum, Berlin, 1891.
- Frances Adler Weiss.....New York City
New York City Normal College, 1879 ; New York University,
Pd.M., 1898.
- Florence Martha Whiteley.....Grahamsville, N. Y.
State Normal School, Oswego, N. Y., 1882 ; New York University,
Pd.M., 1903.
- William T. Whitney.....Atlantic Highlands, N. J.
State Normal School, Oneonta, N. Y., 1894 ; New York University,
Pd.M., 1901.
- Alice Torrey WhyteJersey City, N. J.
State Normal School, Trenton, N. J., 1891.
- *Anna Margaret Wiley.....New York City

- *Mary Elizabeth Wilkes.....Bath, N. Y.
 Addie Darling Williams.....Brooklyn, N. Y.
 Alida Serena Williams.....New York City
 New York City Normal College, 1877.
 Jennie Dolores Williams.....New York City
 New York City Normal College, 1887; New York University,
 Pd.M., 1903.
 Mary Helen Williams.....New York City
 State Normal School, Cortland, N. Y., 1897.
 Theresa Gertrude Williamson.....New York City
 Mt. Holyoke College, 1889; University of Michigan, B.S., 1897;
 M.A., 1901.
 Henry George Wolcott.....Brooklyn, N. Y.
 Cornell University, B.S., 1894.
 *Clarissa Wolfe.....Ariel, Pa.
 *Roscoe Vincent Wolfe.....New York City
 Ottilie Louise Wollenhaupt.....New York City
 New York City Normal College, 1893.
 Eva Constance Wood.....Orange, N. J.
 New York City Normal College, 1886.
 *Sherman Francis Worster....Sandy Hill, N. Y.
 State Normal School, Oswego, N. Y., 1898.
 Clifford Wray.....Bloomfield, N. J.
 College of the City of New York, A.B., 1902.
 Rose Naomi Yager.....New York City
 State Normal School, Oswego, N. Y., 1888; New York University,
 Pd.M., 1904.
 *Flora York.....Newark, N. J.
 *Clara Zahn.....Newark, N. J.
 Rae Zevie.....New York City
 New York City Normal College, A.B., 1903.
 Margaret Catherine Zillafro.....Rixford, Pa.
 State Normal School, Edinboro, Pa., 1891; New York University,
 Pd.M., 1904.

SPECIALS.....135

TOTAL.....317

*Special Students. N. B.—Students entering after the close of the year 1902-'03 are enrolled as regular students only when they have pursued a full college course or its equivalent.

Special Students in Domestic Art.

Ella Brand	Elizabeth A. Hagan	Agnes L. Muller
Ella Burns	Grace Hassell	Julia B. Murray
L. Adele Carll	Elizabeth T. Heffner	Jessie Malone
Anna E. Clark	Jessie Jackson	Evelyn L. Miller
Annie M. Coughlin	H. M. Johnson	Mrs. Alice Reynolds
Catharine Coyle	Geraldine Lucas	S. A. Robinson
Matilda DeLuna	Mary C. McGill	Anna Reickert
Alice H. Dickinson	M. J. McKeon	Margaret Schick
Carlotta V. Dillon	M. W. McKenna	C. A. Ten Eyck
Alice C. Duryea	Mary E. Magrane	Louise Vogels
R. Frankel	Margaret A. Markey	Julia Walsh
Carrie Gaynor	Edith Mills	Jessie I. Yates
Mrs. Florence Green	Clara S. Mooers	
M. H. Green	Irene Morrissey	

Students Domestic Art.....40

The Women's Advisory Committee of the University

President—MRS. EDWARD C. BODMAN, L.H.M.

Vice-President—MRS. DAVID DOWS, JR.

Secretary—MRS. EUGENE SMITH, L.H.M.

Treasurer—MRS. JOHN P. MUNN, L.H.M.

Term expiring 1908

MRS. EDWARD C. BODMAN, L.H.M. MISS HELEN M. GOULD, L.H.M.
MISS SIBYL EMMA HUBBARD, A.B. MRS. JOHN P. MUNN, L.H.M.
MRS. BRADFORD ELLSWORTH MRS. RUSSELL SAGE, L.H.M.
MISS CAROLINE CRANE MISS H. JEAN AITKEN

Term expiring 1905

Term expiring 1906

MRS. EUGENE SMITH, L.H.M. MISS EMILY O. BUTLER, L.H.M.
MRS. RICHARD M. HOE MRS. WELCOME G. HITCHCOCK
MRS. GEORGE F. BAKER MRS. DAVID DOWS, JR.
MISS EMILY CODDINGTON, B.A. MRS. RICHARD H. LIGGETT

Term expiring 1907

THE GENERAL ADMINISTRATIVE OFFICES of the University, and of the University Council, which is the University Corporation, are at Washington Square. For circulars of the various schools of the University, address New York University, Washington Square, New York, N. Y.

ORGANIZATION OF NEW YORK UNIVERSITY

The University is organized for educational and administrative purposes in nine schools, each under the government of its own faculty, with the privilege of presenting candidates for degrees, as follows:

At University Heights

THE UNIVERSITY COLLEGE OF ARTS AND PURE SCIENCE (1832).—Offers to male High School graduates four-year courses of study divided into nine groups, leading to the degrees of B.A. and B.S.

THE SCHOOL OF APPLIED SCIENCE (1862).—Offers to male High School graduates four-year courses of study in Civil Engineering, Mechanical Engineering and Chemical Engineering, leading to the degree of B.S., and five-year courses leading to the degrees of C.E. and M.E.

At Washington Square

THE WASHINGTON SQUARE COLLEGIATE DIVISION (1903).—Offers to graduates of approved Normal Schools and Colleges, and to graduates holding degrees from colleges not recognized for matriculation in the Graduate School, courses of study in Arts and Pure Science, leading to the degree of Bachelor of Science (in Pedagogy).

THE GRADUATE SCHOOL (1886).—Offers to graduates of approved colleges advanced courses in Arts and Pure Science, leading to the degrees of M.A., M.S., Ph.D. and Sc.D. (Laboratory courses are given at University Heights.)

THE SCHOOL OF PEDAGOGY (1890).—Offers to graduates of approved colleges a two-year professional course in the science and art of education, leading to the degrees of Pd.M. and Pd.D.

THE LAW SCHOOL (1835).—Offers to men and women holding a 48 count certificate of the New York Regents, to students who have completed the freshman year of an approved college, and to college graduates, two- and three-year professional courses in law, leading to the degrees of LL.B., LL.M. and J.D.

THE SCHOOL OF COMMERCE, ACCOUNTS AND FINANCE (1900).—Offers to men and women with the same qualifications as those named for students of the Law School, two- and three-year professional courses, leading to the degree of Bachelor of Commercial Science.

At First Avenue and Twenty-sixth Street

THE UNIVERSITY AND BELLEVUE HOSPITAL MEDICAL COLLEGE (1841).—Offers to men with the same qualifications as those named for students of the Law School, a four-year professional course in medicine, leading to the degree of M.D.

At 141 West Fifty-fourth Street

THE NEW YORK-AMERICAN VETERINARY COLLEGE (1899).—Offers to men holding a 36 count Regents' certificate, or an equivalent accepted by the Regents, a three-year professional course, leading to the degree of D.V.S.

Besides the nine schools which present candidates for degrees, there are also the following divisions of the University:

THE SUMMER SCHOOL (1895).—Offers collegiate and professional courses, for which credit toward degrees may be secured by matriculants in the University College, the Collegiate Division, or the School of Pedagogy.

THE WOMAN'S LAW CLASS (1890).—Offers courses in law for business women, leading to a certificate.

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NEW YORK UNIVERSITY

BULLETIN

VOL. VI.

MAY 19, 1906.

No. 10.

School of Pedagogy

ANNOUNCEMENTS

FOR THE

SEVENTEENTH YEAR

1 9 0 6 - 1 9 0 7

UNIVERSITY BUILDING

WASHINGTON SQUARE, EAST, NEW YORK, N. Y.

PUBLISHED BY NEW YORK UNIVERSITY AT THE UNIVERSITY BUILDING,
WASHINGTON SQUARE, EAST, MONTHLY JANUARY, FEBRUARY, MARCH,
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POST OFFICE AS SECOND-CLASS MATTER UNDER ACT OF JULY 16, 1894.

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Calendar

1906.

Sept. 22,	Saturday,	Enrollment, Formal Opening.
Sept. 26,	Wednesday,	Lectures Begin.
Oct. 29,	Monday,	Last Day for Enrollment.
Nov. 6,	Tuesday,	Election Day, Holiday.
Nov. 29-Dec. 1,	Thurs. to Sat. inclus.,	Thanksgiving Recess.
Dec. 19,	Wednesday	Christmas Recess Begins.

1907.

Jan. 3,	Thursday,	Lectures Resume.
Jan. 26,	Saturday,	First Term Ends.
Feb. 12,	Tuesday,	Lincoln's Birthday, Holiday.
Feb. 22,	Friday,	Washington's Birthday, Holiday.
March 25,	Monday,	Spring Recess Begins.
April 2,	Tuesday,	Lectures Resume.
April 3,	Wednesday,	Theses for the Doctorate due.
May 17-25,	Friday to Saturday,	Final Examinations.
June 5,	Wednesday,	Commencement.

THE SCHOOL OF PEDAGOGY

Faculty, 1906-1907

HENRY M. MACCRACKEN, D.D., LL.D.,
Chancellor of the University.

THOMAS M. BALLIET, PH.D.,
Dean ; Professor of the Science of Education.

J. P. GORDY, PH.D., LL.D.,
Professor of the History of Education.

ROBERT MACDOUGALL, PH.D.,
Professor of Descriptive Psychology.

JAMES E. LOUGH, PH.D.,
Secretary ; Professor of Experimental Psychology.

CHARLES GRAY SHAW, PH.D.,
Lecturer on Ethics.

LUTHER HALSEY GULICK, M.D.,
Lecturer on Physical Education and School Hygiene.

WILLIAM E. CHANCELLOR, M.A.,
Lecturer on Methods of Teaching History.

MRS. ANNIE L. JESSUP,
Lecturer on Domestic and Industrial Art.

PERCIVAL CHUBB,
Lecturer on Methods of Teaching English.

JAMES P. HANEY, B.S., M.D.,
Lecturer on Methods of Teaching and Supervision of the Manual Arts.

ARTHUR SCHULTZE, PH.D.,
Lecturer on Methods of Teaching Mathematics in Secondary Schools.

FRANK A. FALL, M.A.,
Bursar of the University.

FRANCES M. WOODWARD,
Librarian of the School of Pedagogy.

For information regarding the School of Pedagogy address Dean Thomas M. Balliet, New York University, Washington Square, New York City. The Dean's office hours are Friday, 3.45-4.45, and Saturday, 10.15-11.15.

GENERAL STATEMENT

The School of Pedagogy as a professional school of equal rank with the other professional schools of the University was established by vote of the University Council on March 3, 1890. Previous to that date lecture courses on Pedagogy had been given for four successive years; and the School is in part the outgrowth of these courses. It was the first professional school of university grade for the study of education, in distinction from Lectureships and Professorships of education, established in this country.

Aim

The aim of the School is to furnish the best possible facilities for the advanced study of the science of education and the art of teaching. It seeks especially to meet the needs of students of superior academic training and of teachers of experience who are prepared to study educational problems in their more scientific aspects and their broader relations. To this end courses of lectures are given on descriptive, experimental and educational psychology; on the history of philosophy and on the history of education; on logic, ethics and sociology in their bearing on education; on the physiological and medical aspects of educational problems; on the philosophy of education, school administration, and on the general principles of method and their detailed application to the art of teaching. These various courses, numbering twenty-nine in all, find their unity in their common bearing on educational problems and constitute a well-organized curriculum for the higher professional training of teachers ambitious to fit themselves for responsible positions in their profession. The School offers exceptional facilities for advanced study to students who wish to prepare themselves for the position of supervisor in public schools, teacher of psychology and method in normal schools, or professor of pedagogy in colleges.

The School is closely affiliated with the Graduate School, and students who wish to specialize in Secondary School work may take advanced courses in their specialty in that School with their pedagogical studies in the School of Pedagogy.

In the case of students who have had full collegiate training before entering the School, the University confers the degrees of Master of Pedagogy and of Doctor of Pedagogy upon the satisfactory completion of the required work.

Location and Facilities for Instruction

The School of Pedagogy now occupies the ninth floor of the University Building on the corner of Washington Square (East) and Waverly Place. The entrance to the elevators is on Waverly Place. The building is easily reached by various car lines of the city. The surface line from the Christopher Street Ferry to Brooklyn passes at University Place within one square of the building; the Broadway line at Waverly Place, the Bleecker Street and Eighth Street stations on the Sixth Avenue Elevated, the Ninth Street station on the Third Avenue Elevated, and the Astor Place station of the Subway, are all within a few minutes' walk of the School.

Twenty-one rooms are provided for the offices, the library and reading-room, lecture and assembly rooms, the psychological laboratories, etc. By means of a generous gift made for the purpose by a friend of the University, a room, overlooking Washington Square, has been beautifully decorated and furnished, and is set apart as a social room for the use of the students.

The greatest care has been taken in securing the best light and ventilation for the rooms occupied by the School. The outlook from the windows commands a view of a large part of the metropolis, the Hudson, and the neighboring cities of New Jersey. The building is made the headquarters of several organizations of teachers—the Society for the Comparative Study of Pedagogy, the Alumni Association of Doctors of Pedagogy, the New York Council of Education, the Society for the Discussion of Practical School Problems, and the Schoolmasters' Association.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are constantly being added.

The Astor Library (283,000 volumes), on Lafayette Place, is within a five minutes' walk of the University Building. The Library of the Academy of Medicine, 17 West Forty-third Street, contains among its large collection many valuable books necessary in pedagogical study and research, not to be found in any other library of the city. These great libraries are open free to students of the School.

Conditions of Admission and Matriculation

In June, 1903, by vote of the Faculty, graduation from a recognized college of Arts and Science, or its equivalent, was made a condition of matriculation for either the degree of Master of Pedagogy or that of Doctor of Pedagogy. Students not candidates for either degree are admitted on a lower standard. More specifically stated, these requirements are as follows :

(a) Graduates of recognized Colleges of Arts and Science may matriculate as candidates for degrees, without examination, on presentation of their college diploma.

(b) All teachers of experience and all graduates of state or city normal schools, are admitted, without examination, but are not matriculated as candidates for a degree. Such students, if their attendance is regular and they pass successfully the required examinations, receive a certificate for the courses completed. Upon presentation of these certificates the Board of Education of New York City will give credit for the courses named in them under certain conditions specified by the Board.

(c) Students,* whether college graduates or not, who do not wish to attend regularly or receive credit for their work, are admitted as special students and are not required to pass examinations.

Students who wish to be candidates for degrees, or who desire credit for the courses which they take, must enroll not later than October 29. Students not desiring credit for their courses may enter at any time.

Persons whose academic training does not extend beyond that of the public high school or academy, and who have had neither professional training nor experience in teaching, are not admitted.

(d) Graduates of approved State Normal Schools (of equal rank with those of Class I of the Board of Regents), and persons who have completed the work of the Freshman and Sophomore years in a recognized college, may enter the Washington Square Collegiate Division,† complete the last two years of the college course, and then matriculate in the School of Pedagogy and become candidates for its degrees (see page 28).

Directions for Registration

Applicants for admission to the School are requested to make formal application and submit their credentials to the Secretary of the Faculty, if possible, before the formal opening of the School, which will be on Saturday, September 22, at 10.30 A.M.

Students admitted to the School will be provided with a card signed by the Secretary. Upon the presentation of this card and the payment of the enrollment fee to the Bursar, the student will receive an enrollment blank. Upon this must be inserted (1) the student's name, address, etc.; (2) the list of courses elected by him for the year; (3) the Dean's approval of this election. Any change in the courses

* Some of the most advanced students of the School of Pedagogy belong to this class. They hold prominent positions as principals or superintendents and attend lectures irregularly or when their professional duties permit.

† A special circular describing the courses in the Collegiate Division may be obtained by addressing the Secretary, Professor James E. Lough, New York University, Washington Square, New York.

elected must have the approval of the Dean and can be made only upon a written request.

The offices of the School will be open for the reception of applications and credentials on and after September 19, from 10 A.M. to 5 P.M.

Members of the Faculty will be at the School daily on and after September 19 for consultation in regard to the election of courses.

The Fall term begins September 22. Monday, October 29, is the last day for registration for students who wish to receive credit for their courses. Special students not desiring credit are admitted at any time. There will be an examination in all classes in December, and students will be required to attend at least eighty per cent. of class exercises or lectures in order to receive credit for their courses. It will therefore be greatly to their advantage to register early.

Requirements for the Master's Degree

Fourteen hours of class-room work per week for the University Year is the minimum requirement for the degree of Master of Pedagogy (Pd.M.). These hours must include Courses 1, 3, 5, 7 and 12, together with five additional hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing two years' successful experience in teaching.

Requirements for the Doctor's Degree

In addition to the Master's Degree eleven hours of class-room work per week for the University Year is required for the degree of Doctor of Pedagogy (Pd.D.). These hours must include Courses 4, 6, 8, 13, 30, 31 (or 32), and two hours of Method, together with three hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing three years' successful experience in teaching.

Candidates for this degree are also required to attend such seminars as the Faculty may appoint.

Thesis for the Doctorate

For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," shall be delivered to the Secretary of the Faculty *not later than April 3* preceding the Commencement at which the conferring of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval before the third Saturday of October of the same academic year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and

a bibliography of the subject, and must be arranged according to a pattern which may be seen in the library of the School.

Final Examination for Doctor's Degree

Candidates for the doctorate must successfully pass an oral examination before the Faculty of the School. Candidates shall be eligible for this examination only after the acceptance of the required thesis. The examination shall occupy not less than one hour's time and shall be concerned with the following topics: (*a*) the subject matter of the thesis presented by the candidate; (*b*) the general history of the period with which the thesis is concerned (if the latter be historical in character); (*c*) the history, principles and philosophy of education; (*d*) psychological theory.

Courses in the Graduate School and Graduate School Degrees

The School of Pedagogy is closely affiliated with the Graduate School of the University, and students of the School of Pedagogy who wish to fit themselves for positions in secondary schools or colleges may, in connection with their pedagogical work, pursue advanced academic courses in their specialties in the Graduate School. A limited number of such courses may be substituted, by special permission of the Faculty of the School of Pedagogy, for professional courses in that school. Matriculated students of the School of Pedagogy may pursue such courses in the Graduate School upon payment of the usual tuition fees of that school, without matriculating in the Graduate School. Students who wish to enroll themselves as candidates for the degrees of Master of Arts and Doctor of Philosophy, with Education as their major subject, as well as for the degrees of Master and Doctor of Pedagogy, must at the time they become candidates for these degrees apply for matriculation in the Graduate School, as well as in the School of Pedagogy. Certain courses in Education (Nos. 1, 6a, 6b, 7, 22, 23, 26, 30, 31, 32) are included in the curricula of both schools, and will be accepted for credit toward the degrees of both schools.

Attendance

No student whose absences in any course exceed twenty per cent., can receive credit for such course except by special vote of the Faculty.

Fees

An enrollment fee of \$5 is payable upon the presentation of the admission card to the Bursar. This fee is paid but once during the student's connection with the school.

The fee for instruction in each course of two hours a week is \$15 for the year, and in each course of one hour a week \$10 for the year, payable before the first day of December. All fees are to be paid to the Bursar of the University, and no registration is complete until the payment of the required fee is made.

The graduation and diploma fee for each degree is \$10.

No student is permitted to take the final examination whose fees have not all been paid.

Living Expenses

Students can obtain good board, including room, for \$7 and upward per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Secretary.

Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500, founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE EDWARD R. SHAW SCHOLARSHIP of \$2,000, founded by the students and alumni of the School of Pedagogy and members of the Women's Advisory Committee, in memory of Dr. Shaw, late Dean of the School, for the benefit of teachers of the metropolitan district.

P. S. 104 SCHOLARSHIP of \$1,000, given by Miss Rose N. Yager. The scholarship provides tuition for one student each year, appointed by the Secretary with the approval of the Principal of Public School No. 104, New York City. Only teachers of the above-named school are eligible.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$200 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year.

Candidates for Endowed Scholarships, except the Shaw Scholarship and the Public School No. 104 Scholarship, will note the following conditions:

The applicant must state his age, and submit his scholastic and professional record in full, showing what branches of study he has pursued and with what success, what degrees he has won, what positions he has filled and with what success, together with testimonials of character and of ability to profit by rigid university study of pedagogy.

The applicant must be of sound health and free from any physical infirmity.

The applicant must state whether it is his intention to pursue studies at the University School of Pedagogy for one or for two years. Applicants entering for the entire course of resident study for two years will receive preference over applicants who wish to enter for one year.

The holder of an endowed scholarship is not permitted to take other courses than those prescribed in the School of Pedagogy, or to engage in any remunerative work except by written permission of the Dean.

Holders of scholarships must reside in New York City or vicinity during the academic year. They may each be called upon by the Faculty to spend not over one hour daily, outside of their class hours, in assisting the Librarian or a professor.

The violation of any of these conditions immediately vacates the scholarship.

One-third of the annual value of the scholarship is paid on the 15th day of December, one-third on the 15th day of March, and the remaining third on the 5th day of June.

Holders of scholarships or fellowships are not exempt from the payment of an enrollment fee of \$5.

Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Dean of the School not later than September 1.

Publication Fund

A contribution of \$250 has been made by Miss Rose N. Yager towards a publication fund to provide means for the publication of the results of special researches made by students of the School which may be deemed of special value by the Faculty.

Employment for Teachers

While the Faculty does not assume any responsibility to secure positions for students or graduates, the Secretary of the Faculty will communicate with Boards of Trustees and Superintendents of schools who may be seeking teachers well equipped in Pedagogy as principals or superintendents of public schools, or as teachers in colleges, normal schools, training schools, etc. Students seeking such positions are invited to furnish data in regard to their academic and professional training and experience to the Secretary. A number of students are placed in good positions every year.

OUTLINE OF INSTRUCTION

For full description see the following pages. The courses are classified in five groups:

I. PSYCHOLOGY AND PHYSIOLOGY

- †2. School and Personal Hygiene. Dr. Gulick.
- *3. Descriptive Psychology. Professor MacDougall.
- *5. The Physical Nature of the Child. Professor MacDougall.
- 9. Principles of Physical Training. Dr. Gulick.
- 11. Laboratory Psychology. Professor Lough.
- *12. Educational Psychology. Professor Lough.
- 17. Genetic Psychology. Professor MacDougall.
- 20. Social Psychology. Professor MacDougall.

II. PHILOSOPHY AND ETHICS

- †4. History of Ancient and Mediæval Philosophy. Professor Gordy.
- 10. Ethics. Professor Shaw.
- †13. History of Modern Philosophy. Professor MacDougall.
- 15. Logic. Professor Lough.
- 16. Sociology. Professor MacDougall.

III. HISTORY OF EDUCATION

- *1. History of Education. Professor Gordy.
- †6a. Educational Classics. Greek and Roman. Professor Gordy.
- †6b. Educational Classics. Modern. Professor Gordy.
- †31. Research in History of Education. Professor Gordy.

IV. SCIENCE OF PEDAGOGY

- *7. Principles of Education. Dean Balliet.
- †8. School Administration and Supervision. Dean Balliet.
- 19. Contemporary Educational Literature. Professor MacDougall. (Not given 1906-1907.)
- †30. Philosophy of Education. Professor Gordy.
- †32. Research in Educational Problems. Professor Lough.

V. ART OF TEACHING.

- 22. General Method. Dean Balliet.
- 23. Special Method in Geography. Dean Balliet.
- 24. Special Method in English. Mr. Chubb.
- 26. Special Method in Arithmetic and Reading. Dean Balliet.
- 27. Introduction to Primary Method. Professor MacDougall.
- 28. Special Method in History. Superintendent Chancellor.
- 29. Methods in High School Mathematics. Professor Schultze.
- 41. Methods in Manual Arts. Dr. Haney.
- 61. Industrial Art. Mrs. Annie L. Jessup.

*Required for the Master's Degree. †Required for the Doctor's Degree.

Schedule of Lectures, 1906-1907

HOURS	3.45—4.45	4.45—5.45
Monday.....	24. Methods in English. 17. Genetic Psychology. First Term. 16. Sociology. Second Term. 10. Ethics.	41. Teaching and Supervision of the Manual Arts 17. Genetic Psychology. First term. 16. Sociology. Second term.
Tuesday.....	29. Methods in High School Mathematics.	14. History of Ancient Philosophy.
Wednesday	*3. Descriptive Psychology.	*3. Descriptive Psychology. †32. Research in Educational Problems.
Thursday... ..	11. Laboratory Psychology. †23. Special Method in Geography. †31. Research in History of Education	11. Laboratory Psychology. 26. Special Method in Arithmetic and Reading 28. Special Method in History.
Friday.....	*1. History of Education. 15. Logic.	*1. History of Education. †8. School Administration.
HOURS	9.15—10.15	10.15—11.15
Saturday.....	9. Principles of Physical Education. *12. Educational Psychology. 22. General Method. †30. Philosophy of Education. 61. Domestic Art.	†2. School and Personal Hygiene. 12. Educational Psychology. †6b. Educational Classics. †13. History of Modern Philosophy. 61. Domestic Art.
HOURS	11.15—12.15	12.15—1.15
	*7. Principles of Education. 27. Introduction to Primary Method. 61. Domestic Art.	*7. Principles of Education. *5. Physical Nature of the Child. 61. Domestic Art.

*Required for the Master's Degree. †Required for the Doctor's Degree.

DEPARTMENTS OF INSTRUCTION

I. Psychology and Physiology

3. Descriptive Psychology

PROFESSOR MACDOUGALL

2 hours a week. Wednesday, 3.45-5.45

The aim of this course is to make the student acquainted with the processes of the normal human mind, and to train him in the methods of psychological observation and study. Toward the end of the term a brief consideration will be given to the chief types of abnormal mental condition. The work of the course will consist of lectures, prescribed reading and the preparation of themes. The course of lectures will be based upon the systematic study of a text-book of psychology. The written exercises will consist of the report of introspective studies intended to introduce the student to the concrete problems with which the psychologist has to do.

17. Genetic Psychology

PROFESSOR MACDOUGALL

2 hours a week. (First Term.) Monday, 3.45-5.45.

This course forms an introduction to the study of development in the child and the race. I. The general phenomena of mental growth in the human individual in relation to their physiological and structural conditions. II. The mental development of the individual. Preorganized tendencies; impulsive movements; imitation, spontaneous and voluntary; increase in variety of function and capacity for resistance. Infant activities, the child mind, adolescence, the normal mind in maturity. III. The derivation of mental characters. Factors of heredity and training. Physical inheritance, recapitulation and variation. Evolution of the mechanisms of sensation and movement. Mental inheritance, range of factors and methods of study; mental stability and variation; extension of function and habit forming.

The course of study will consist of lectures, prescribed reading and the presentation and discussion of reports upon assigned topics.

20. Social Psychology

PROFESSOR MACDOUGALL

2 hours a week. (Not given 1906-1907.)

In this course general psychological principles will be applied to the study of the social relations of the self, and the influences which determine action and feeling in the individual as a member of a group. Three chief topics will be taken up. First, the psychological self: its dependence upon social relationship; reflection of social consciousness in individual judgments; rivalry of social ideals in self-development. Second, the process of development in relation to social factors: suggestion and imitation; inventiveness and dependence; reaction and opposition. Third, social groups and their characteristics: mob-consciousness and action, its manifestation and effects in the child and the adult; social delusions and manias; tradition and caste. Social idealizations and their relation to individual action; the relation of the social self to the moral and religious consciousness. The course presumes an acquaintance with the data and methods of systematic psychology. The reading for this course will be selected in connection with each topic discussed, and upon the reports of such literature the class work will be largely based.

11. Laboratory Psychology

PROFESSOR LOUGH

2 hours a week. Thursday, 3.45-5.45.

The object of this course is twofold: to demonstrate the fundamental facts and principles of psychology by means of simple experiments, and to give a knowledge of the methods and results of experimental psychology and thus to prepare the student to undertake the independent investigation of special problems. The course will include a study of sensations, after images, attention, memory, habit, perception, motor response, fatigue, etc. During the latter part of the course an opportunity is afforded to take up the experimental investigation of a limited number of special problems connected with educational psychology.

The course is open only to those who have taken, or are taking, course 3, or its equivalent.

12. Educational Psychology

PROFESSOR LOUGH

2 hours a week. Saturday, 9.15-11.15

The aim of this course is to select for special study those topics in psychology which have the most important and widest application to the detailed work of education. The course will include such topics

as the natural and artificial conditions which determine the development of the typical forms of mental life, the formation and significance of various principles of teaching, the psychological basis of method. It will also include a discussion of imitation, apperception, induction, habit, interest, etc.

The course is open only to those who have taken, or are taking, Course 3, or its equivalent.

5. The Physical Nature of the Child

PROFESSOR MACDOUGALL

1 hour a week. Saturday, 12.15-1.15

In this course the general phenomena of physical development will be considered in their relation to education and the care of the child. Beginning with a sketch of the bodily organism, the processes of nutrition and adaptive movement, the functions of the nervous system and its development in the individual, and the physiology of growth will be taken up in succession. Special attention will be given to the nature and manifestations of fatigue, the effects of physical training, and the relation of nutritional conditions to bodily and mental health. The pathology of development, including mal-nutrition, sensory defects and nervous disease, will be discussed in so far as it forms a practical problem in the school. At the close of the course the bearing of sensory and motor training upon the general activity of the organism will be considered, and the results of an analysis of the normal process of adaptation and self-control in education will be applied to the treatment of neurasthenic and deficient children, with a view to supplement from a psychological standpoint the physical diagnosis and problems of therapeutics.

9. Principles of Physical Education

Dr. GULICK

1 hour a week. Saturday, 9.15-10.15

This course will discuss the facts underlying physical training, with particular reference to their application in a city public school system. There will be two major divisions of the subject.

(A) The physical education secured unconsciously through play. Games and athletic sports; the facts of play; the play progression by age and sex; seasonal rotation of plays; play instinct and tradition; the theory of toys; play and urbanization; the direction and control of play; play of exceptional children; play and the philosophy of life.

(B) The physical education secured consciously through gymnastics. The need for gymnastics; the principles of gymnastics; summary of the physiology and psychology of exercise; gymnastic material; the teaching of gymnastics.

RHYTHMIC EXERCISES AND FOLK DANCING

(Under direction of Dr. Gulick)

In connection with the lectures on "Principles of Physical Education" and on "School and Personal Hygiene," a series of complete gymnastic folk and aesthetic dances suitable for use in schools will be taught. In so far as it is feasible to do so, notes of these dances will be given to the students. This instruction is a part of the work of the class and will be given probably 9-9.15 on Saturdays. It is open without further expense to all who take both courses of lectures.

2. School and Personal Hygiene

Dr. GULICK

1 hour a week. Saturday, 10.15-11.15.

A study of the conditions under which individuals may work in order to secure the utmost efficiency and happiness, and of the specific conditions under which children labor in their school life. The course will include the following topics: Work, rest, sleep, recreation; hygiene of worry, hope, fear, belief, etc.; muscular, neural, volitional and emotional fatigue; hygiene of the body, posture, carriage, nutrition, bathing, clothing, physical health as related to desks, recesses, posture, lighting, etc.; infectious diseases and the duties of the school physician; physical examination of school children; elementary school courses in physiology and hygiene.

II. Philosophy and Ethics**4. History of Ancient and Mediæval Philosophy**

PROFESSOR GORDY

1 hour a week. Tuesday, 4.45-5.45.

This course makes a brief survey of the history of philosophy from its beginnings in Greece to the Renaissance. Its primary aim is to make clear the relation between the course of philosophic thought during this period, and the progress of culture in general, and of educational theory and practice in particular.

13. History of Modern Philosophy

PROFESSOR MACDOUGALL

1 hour a week. Saturday, 10.15-11.15.

This course treats of the history of philosophy from the Renaissance to the present time, including a sketch of the transition from mediæval to modern points of view and a discussion of the chief tendencies of

contemporary thought. The development of ethical and religious philosophy, as well as that of metaphysics, will be taken up and its relation to the general problems of education and knowledge discussed.

15. Logic

PROFESSOR LOUGH

1 hour a week. Friday, 3.45-4.45

This course aims to give a systematic view of logic as a mental discipline and to show its practical application in securing the proper division and the orderly treatment of topics of thought. Special attention will be given to the logical steps involved in teaching.

10. Ethics

PROFESSOR SHAW

1 hour a week. Monday, 3.45-4.45

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight.

The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

16. Sociology

PROFESSOR MACDOUGALL

2 hours a week. (Second Term.) Monday, 3.45-5.45.

In this course, for which the study of social psychology constitutes an introduction, the typical forms of social organization will be considered in connection with fundamental human activities and relations. The course will begin with a discussion of the nature of society, its biological bases, and the special needs which condition its various institutions. The development and functions of the family will be taken up, and the relation of this primary group to the school, the church and the state. It is especially desired that the student shall be brought to regard the human individual as an inseparable element in a system of social institutions, and to conceive the formal education of the child in its relation to the other great divisions of social activity. The work of the course will be based upon textbook and collateral reading.

III. History of Education

1. History of Education

PROFESSOR GORDY

2 hours a week. Friday, 3.45-5.45.

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticise educational systems and theories in the light of what is regarded as sound educational doctrine. It thus seeks to give the culture that results from an acquaintance with the moving forces of civilization, and at the same time to lay a broad and deep foundation for professional insight and professional work.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples it glances rapidly at the civilizations of the Orient, and then makes a detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it, which enabled the Romans to build up the Roman Empire. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of education in the Middle Ages, and points out how the principle of authority, which was its most marked characteristic, had its counterpart in the Roman Church on the one hand, and the Holy Roman Empire on the other. It discusses the various causes—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristic of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a résumé of the educational principles collected during the survey of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine. Students are advised to study the history of ancient and mediæval philosophy before taking this course.

6a. Educational Classics

PROFESSOR GORDY

1 hour a week. (Not given 1906-1907)

This course makes a study of the most celebrated pedagogical writings of ancient times. Parts of Plato's *Republic*, Plato's *Laws*,

Xenophon's *Cyropædia*, Aristotle's *Politics* and Quintilian's *Education of an Orator* are critically studied. The aim is to trace the connection between the philosophic views of the writers and their educational ideals; to show the relation between those ideals and the civilization of the period, on the one hand, and, on the other, the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, Course 1. It will be given only in alternate years.

6b. Educational Classics

PROFESSOR GORDY

hour a week. Saturday 10.15-11.15.

This course makes a study of the most celebrated pedagogical writings of modern times. Montaigne's *Essays*, Locke's *Thoughts on Education*, Rousseau's *Emile*, Spenser's *What Knowledge is of Most Worth*, Froebel's *Education of Man*, Herbart's *Outlines of Educational Doctrine* are critically examined. The object aimed at is (1) to ascertain their inner consistency; (2) their relation to the civilizations of their times; and (3) the elements which they contribute to sound educational philosophy. This course will be open only to those who have taken, or are taking, Course 1, and will be given only on alternate years.

31. Research in the History of Education

PROFESSOR GORDY

1 hour a week. Thursday, 3.45-4.45.

This course will take up some period in the history of education and make a detailed and extended study of it. The period selected will depend largely on the wishes of the class. The course is designed especially for those who are preparing to teach the history of education in normal schools and colleges.

IV. Science of Education

7. Principles of Education

DEAN BALLIET

2 hours a week. Saturday, 11.15-1.15.

This course will consist of a series of lectures on the general principles underlying the science of education. The most important princi-

ples which biology, physiology, psychology and anthropology have contributed to educational science will be considered and their practical application indicated. Some fundamental educational problems will be discussed in the light of evolution. Some of the special topics to be treated are the following: Brain localization and the light it throws on the problems of physical and manual training; eye-mindedness, ear-mindedness and motor-mindedness and their bearing on education; imitation, habit, inhibition, sense of rhythm, fatigue, etc., in their application to specific educational problems; the order of maturing of the nervous system in its bearing on education; the instincts and education; adolescence and some problems of secondary education; growth and its bearing on education; the doctrine of interest; principles determining the course of study; education and civilization.

8. School Administration and Supervision

DEAN BALLIET.

1 hour a week. Friday, 4.45-5.45

This course will consist of lectures, discussions and a limited amount of collateral reading on the administrative duties of principals, supervisors, superintendents and school boards. Among the special topics to be treated are such as the following: the course of study; classification and promotion of pupils, devices for rapid advancement of gifted pupils; the daily program; methods of discipline; the relation of principal to teachers; methods of supervision by the principal, by the supervisor, and by the superintendent; the teachers' meeting, its character and how to conduct it; the sanitary condition of school buildings and the relation of principal to janitor. The relation of the school to the home and to the community; the school as a social center. The election and organization of the school board; its specific duties; the school finances; the organization of a system of day schools; special schools for defectives and delinquents; the organization of a system of evening schools. The organization of school systems in European countries and the lessons to be learned from them; the European secondary school, its organization, aim and character as compared with the American secondary school; the future organization of secondary and higher education in the United States.

Contemporary Educational Literature

PROFESSOR MACDOUGALL

1 hour a week. (Not given 1906-1907.)

The course will be conducted as a seminary and is open only to those who have received the consent of the instructor. A series of

selected works will be read in the course of the year. The contents of these books will be presented in outline by members of the class in turn and the subject matter will then be taken up for discussion. The course seeks both to provide systematic reading in the basis, theory and practice of education, and to offer opportunity for the development of critical judgment on the part of the student.

30. Philosophy of Education

PROFESSOR GORDY

1 hour a week. Saturday, 9.15-10.15.

This course seeks to ascertain as definitely as possible the end that education should seek to realize, and then considers the means that ought to be employed in attaining it. The question of means is considered from both the subjective and the objective points of view. In connection with the former a careful study is made of those impulses of the child that make education possible, and especially of imitation; and the Herbartian doctrine of interest is critically examined. In connection with the latter, a critical study is made of school curricula, correlation, concentration, and allied topics. The intention is to show that neither side of the two-fold nature of man should be lost sight of in any stage of his development; that from the kindergarten to the university and professional schools the work of the student ought to be arranged with a view to preparing him to serve society more effectively, and, at the same time, enabling him to attain to the utmost fullness and completeness in his own inner life.

32. Research in Educational Problems

PROFESSOR LOUGH

1 hour a week. Wednesday, 4.45-5.45

This course is intended for advanced students and to afford an opportunity for the scientific investigation of specific educational problems. The subjects taken up by each student will be determined after consultation. The following are some of the topics now under investigation: Formation of habits; memory; fatigue; course of pupils through the grades; relative value of oral and visual training in language and arithmetic, etc. The study of these topics will be continued, and such other subjects will be taken up as the interests of the individual student may suggest.

Special permission is required for enrollment.

V. Art of Teaching

22. General Method

DEAN BALLIET

1 hour a week. Saturday, 9.15-10.15.

In this course will be discussed the general principles of method as determined by psychology on the one hand and the subject matter to be taught on the other. Among the topics to be discussed are: the place of observation, induction, generalization and deduction; apperception; interest; the "Five Formal steps," their value and their limitation; correlation of studies; the principles underlying the teaching of the language arts in distinction from the "thought studies"; principles of aesthetic and moral training.

23. Special Method in Geography

DEAN BALLIET

1 hour a week. Thursday, 3.45-4.45.

The first part of the course will consist of a study of those phases of physiography and meteorology with which the teacher must be familiar in order to teach geography successfully in elementary schools. Among the general topics to be discussed will be: physiographic processes; land sculpture; mountains; plains; lakes; rivers and their work; shore lines; drowned coasts; geographic effects of glacial period; the ocean; the atmosphere; factors determining climate; relation of geography to history; the relation of geography to commerce and industry.

The second part of the course will consist of a somewhat detailed study of the best methods of teaching geography in the elementary schools. Some of the most important topics to be discussed are the following: The aim and scope of geography as a school study; "home geography," its aim and limits; children's interest in various phases of the subject; the ethnographic phase of geography; what elements of physiography may be taught in elementary schools; what may be taught in mathematical geography and what should be omitted; what phases of meteorology may be taught; map study and the function of map drawing; products of various countries and commerce—what should be taught and what omitted; trade centers and trade routes; the special study of various countries; coördination of geography with history; various devices for presenting the subject in elementary schools; a course of study in geography.

24. Methods of Teaching English in Elementary and Secondary Schools

MR. PERCIVAL CHUBB

1 hour a week. Monday, 3.45-4.45.

The course will elaborate and supplement the treatment of this subject in the Instructor's work on "The Teaching of English," and will include such topics as the appraisal and selection of material for reading, study and memorizing; the vocal interpretation of literature; the steps of progression in oral and written composition; the use of models in relation to inventiveness and originality; the place and development of formal work in language and grammar; the study of biography and literary history; the correlation of English with other subjects of the curriculum. The handling of these topics will be concrete and illustrative. A certain amount of reading and of written work in the form of notes, reports, etc. will be required.

26. Special Method in Arithmetic and Reading¹

DEAN BALLIET

1 hour a week. Thursday, 4.45-5.45.

The first part of this course will embrace a discussion of the principles underlying the teaching of arithmetic and a detailed study of the best methods of presenting the various phases of the subject in elementary schools. Some of the topics that will be discussed are the following: The nature of number; how the child gains his first conceptions of number; the number conceptions of primitive peoples as compared with those of children; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching primary arithmetic; methods of teaching arithmetic in grammar schools; the relation of arithmetic to algebra and to geometry; a brief sketch of the history of method in arithmetic.

The second part of this course will consist of a discussion of the problem of teaching reading in elementary schools. Among the topics which will be studied are the following: The analysis of the mental processes involved in reading; oral reading and silent reading, the specific function of each; how a child acquires an oral vocabulary; acquisition of a printed vocabulary; the sentence method; word method and phonic method; diacritical marks, their use and abuse; learning to read and reading to learn; rapid silent reading; the art of skipping; how to select reading matter; literature in the grammar schools; brief history of methods of teaching reading.

27. Introduction to Primary Method

PROFESSOR MACDOUGALL

1 hour a week. Saturday, 11.15-12.15.

A study of the psychological basis of method in Primary School subjects. The nature of the processes involved in Speech, Reading, Writing and Spelling will be taken up with special reference to the character of the child's activity in acquiring these functions. The external conditions which affect learning, including physiological defects, will also be discussed. In the light of principles thus derived the merits of different systems will be compared and questions of class and individual method considered. The course will be conducted by lectures, discussions and the reading of selected literature. Members of the class will be provided with opportunity for independent investigation in connection with their studies.

28. Special Method in History

SUPERINTENDENT CHANCELLOR

1 hour a week. Thursday, 4.45-5.45.

Among the topics to be considered are the following :-

METHOD OF STUDY. The course of study, beginning with biography in the primary grades and including commercial and economic history; methods and devices for oral and written advance and review lessons; use of sources, standard histories, and textbooks; oral tradition; relation of special historical method to general scientific methods.

METHOD OF TEACHING. Space, time, and cause as historical principles; interests; progress of children in the interpretation of history, illustrated from genetic psychology; relation of special historical method to general pedagogical method.

CONTENT. Mythology; values of historical fiction and literature; biography; geographical relations; traditions, customs, laws, and constitutions, race-origins and migrations; wars; territorial expansion; European relations; ancient analogies and survivals; the past in the present; critical events and characteristic movements; chronological periods; outline of social institutions; democracy; the successive stages in the progress of Americanism; the question of a philosophy of history; general and special bibliographies.

Special attention will be given throughout the course to American history in the grammar grades and high school.

29. Methods of Teaching Mathematics in Secondary Schools

PROFESSOR SCHULTZE

1 hour a week. Tuesday, 3.45-4.45.

A knowledge of the elements of plane and solid geometry and of algebra is presupposed. The course will embrace a detailed study of

the modern methods of teaching geometry and algebra in secondary schools, and a brief discussion of trigonometry and high school arithmetic. This study will be based upon a review, from the teacher's standpoint, of the principal topics in geometry and algebra.

Special emphasis will be laid upon the methods which lead students into original mathematical work.

41. Methods of Teaching and Supervision of the Manual Arts

DR. HANEY

1 hour a week. Monday, 4.45-5.45.

This course is especially planned to meet the needs of grade, departmental and supervisory teachers who are anxious to familiarize themselves with the principles and details of presentation of the arts of Drawing, Construction and Design as these may best be presented in the class-room. Methods of teaching each of these arts will be considered in detail, together with the practical devices suggested by the experience of many instructors in the grades.

Other material will be presented, of great value to special and departmental teachers of the arts and those preparing to undertake such work. This will include questions of organization and development of courses of study, principles of criticism, the holding of conferences, and the personal element in teaching and supervision. In connection with the lectures on methods, the latter considerations will offer unusual opportunity to normal students and supervisory teachers to review the professional aspects of their work.

61. Industrial Art

MRS. ANNIE L. JESSUP

Saturday, 9.15-1.15.

The Department of Industrial Art offering courses in the Summer School and at Washington Square during the collegiate year, has been created to meet the needs of teachers who desire to give instruction in Domestic Art in the public schools. These classes are intended primarily to fit grade teachers for special work, either in the day or night schools: but the courses are open to any teachers who desire to add this work to their general professional equipment. The instruction will include methods of teaching as well as technical work. The courses are not accepted for credit toward a degree. A certificate will be given upon the satisfactory completion of the courses. Credit will be given by the Board of Examiners of the New York City Schools for the courses in Domestic Art, and certificates for these courses will be accepted in lieu of one year's professional training in the case of teachers holding License No. 1.

This course includes instruction in cord and raffia work, rug weaving, elementary sewing, pattern drafting, costume designing, garment-making and millinery as taught in the elementary and high schools. The technical instruction will be supplemented by lectures on Manual Training, on Domestic Economy, and on Methods of Teaching. Black-board illustration will form a part of each lesson.

Exhibit of Text-Books

A permanent exhibit of the most recent text-books on history and geography has been collected during the past year, covering all grades, from the elementary school to the college. This exhibit is found in the library of the School of Pedagogy and is open for inspection daily from 9 to 12, and 2 to 4.30, except on Saturdays, when it is open from 9 to 12 only. It is proposed to add text-books on other subjects during the coming year. Professors in higher institutions, and teachers in high schools and elementary schools of New York and elsewhere are invited to inspect this exhibit.

Courses in Pedagogy Given in the University Summer School, 1906

- S1. History of Education, 60 hours, Professor MacDougall.
- S3. Descriptive Psychology, 60 hours, Professor MacDougall.
- S7. Principles and Methods of Teaching, 60 hours, District Superintendent Taylor.
- S8. School and Class Organization and Administration, 30 hours, Superintendent Chancellor.
- S11. Experimental Psychology, 30 hours, Professor Lough.
- S12. Educational Psychology, 30 hours, Professor Lough.
- S13. History of Modern Philosophy, 30 hours, Professor Shaw.
- S15. Logic, 30 hours, Professor Shaw.
- S23. Methods in Geography, 30 hours, Principal McFarlane.
- S26. Methods in Elementary Mathematics, 30 hours, Superintendent Chancellor.
- S28. Methods in History and Government, 30 hours, Superintendent Chancellor.
- S29. Methods in Secondary School Mathematics, 30 hours, Professor Schultze.
- S40. Methods in Nature Study, 60 hours, Mr. Hunter.
- S52. Art in Kindergarten, 30 hours, Miss Palmer.
- S53. Kindergarten Programs, Miss Mills.
- S55. Kindergarten Methods (Conference), 30 hours, Dr. Merrill.
- S71a. Principles of Physical Education, 15 hours, Dr. Gulick.
- S73a. Theory of Play, 15 hours, Dr. Gulick.

The Summer School is held at University Heights, New York City, from July 2 until August 10. For bulletin giving full information, address James E. Lough, Director, Washington Sq., New York City.

Washington Square Collegiate Division

The Collegiate Division at Washington Square was organized in 1903 to afford to teachers who are graduates of Normal Schools and to others who have taken two or three years of a college course without completing it, or who have completed the course at a college not recognized for admission to the Graduate School or the School of Pedagogy, an opportunity to continue courses of liberal study in arts and pure science, and eventually to secure the degree of Bachelor of Science, and thus become eligible for matriculation in the School of Pedagogy as candidates for its degrees. Graduates of recognized normal schools are admitted to the Junior class upon presentation of diploma, without examination. The courses are given in the University Building at Washington Square in the afternoons and evenings and on Saturday mornings, and are open to both men and women with the qualifications above stated. In addition to the courses offered in this school only, students of the school may elect certain courses in the Summer School, the Graduate School, the School of Pedagogy and the School of Commerce. Full information is given in a special Bulletin, which will be sent upon application to Professor James E. Lough, Secretary.

The School of Pedagogy

Roll of Students, 1905-1906

- Harry Abramson... New York City
College of the City of New York, A.B., 1904.
- *Martha Adler... New York City
New York City Normal College, A.B., 1894.
- Bruno Joseph Albrecht... New York City
College of the City of New York, A.B., 1904.
- *Edward Hiry Alexander... Summit, N. J.
State Normal School, Potsdam, N. Y., 1899.
- James Henry Allen... New York City
College of the City of New York, B.S., 1901 ; New York University,
A.M., 1905.
- Mary Ida Alley... Lagrangeville, N. Y.
Swarthmore College, B.S., 1902.
- *Fanny Celestia Amidon... Valley City, N. Dak.
- *Lola Monta Au... New York City
- John Monroe Battell... New York City
College of the City of New York, A.B., 1904.
- *Ida Bayern... New York City
New York City Normal College, A.B., 1904.
- Alberta Becker... Hunter's Land, N. Y.
State Normal School, Oneonta, N. Y., 1897.
- *Josephine Beiderhase... New York City
- Alice Ione Bennett... Springfield, Mo.
Drury College, B S., 1903.
- *Clara Hermine Margarethe Berkan... Passaic, N. J.
State Normal School, Trenton, N. J., 1884.
- *Madeline Eleanore Berkan... Passaic, N. J.
State Normal School, Trenton, N. J., 1895.
- *Rose Berkowitz... Brooklyn, N. Y.
New York City Normal College, 1894.
- *Agnes Amanda Black... Green Bay, Wis.
State Normal School, Oshkosh, Wis., 1900.
- *Anna Agnes Blair... New York City
New York City Normal College, 1888.
- *Kathryn Veronica Blakeney... New York City
New York City Normal College, A.B., 1903.

- Bella BleierNew York City
New York City Normal College, B.A., 1898.
- *Harriet Blum.....New York City
New York City Normal College, 1889.
- *Jeannette Ethel Blum.....New York City
New York City Normal College, B.S., 1903.
- *Anna Gertrude Blumenstein.....Brooklyn, N. Y.
- Anna Bodler.....Newark, N. J.
State Normal School, Mansfield, Pa., B.S., 1892 ; University of
Chicago, Ph.B., 1901.
- Alexander Boecker.....New York City
College of the City of New York, B.S., 1898.
- *Frances G. Bogert.....New York City
- Meyer Boskey.....New York City
College of the City of New York, A.B., 1902.
- Grace Bowtell.....Brooklyn, N. Y.
New York City Normal College, 1887.
- Arthur Aloysius Boylan.....New York City
College of the City of New York, B.A., 1902.
- Frank Boylan.....New York City
College of the City of New York, A.B., 1905.
- George Percy Brayden.....Jersey City, N. J.
New York University, A.B., 1903.
- *Lucy Annie Brennan.....White Plains, N. Y.
New York City Normal College, 1889.
- Laura Baker Broomall.....Cheyney, Pa.
University of Michigan, B.S., 1898.
- *Julia Rose Brophy.....New York City
- Frederic Nelson Brown.....Verona, N. J.
Harvard University, A.B., 1899.
- *Michael Augustus Buckley.....New York City
- *Evelyn McEwan Butler.....New York City
- *Alma M. Bullowa.....New York City
New York City Normal College, A.B., 1904.
- *Emma Campbell.....Jersey City, N. J.
- *Ida Ross Canton.....Brooklyn, N. Y.
- *Florence Adeline Case.....Worcester, Mass.
State Normal School, Worcester, Mass., 1904.
- *Dorothy Margaret Caterson.....New York City

- *Frances Emily Cheney.....Springfield, Mass.
State Normal School, New Britain, Conn., 1892.
- James Henry Christie.....Bayonne, N. J.
St. Lawrence University, B.S., 1893; Seton Hall College, M.S.,
1898; New York Law School, LL.B., 1899.
- *Sarah Christie.....Long Island City, N. Y.
- Jacob Earl Clark.....Roslyn, N. Y.
State Normal School, Brockport, N. Y., 1898.
- *Betsey Sarah Cohn.....New York City
New York City Normal College, 1903.
- Jacob Cohen.....New York City
College of the City of New York, B.A., 1904.
- *Rachel Cohen.....New York City
New York City Normal College, 1890.
- *Jessie Bliven Colburn.....New York City
- *Gertrude Savage Collyer.....New York City
- *Vernetta Elizabeth Colman.....Summit, N. J.
- *Leo Lafayette Colodny.....Brooklyn, N. Y.
- *Elizabeth Tompkins Comstock.....New York City
New York City Normal College, 1900.
- Benjamin Franklin Cooley.....Oyster Bay, N. Y.
State Normal School, Brockport, N. Y., 1883.
- Elizabeth Gertrude Cooley.....New York City
New York City Normal College, 1891.
- David Birdsall Corson.....Newark, N. J.
State Normal School, Trenton, N. J., 1884; New York University,
Pd.M., 1893.
- Ambrose Cort.....New York City
Franklin-Marshall College, A.B., 1892; A.M., 1897.
- *Jane Darling Courrier.....Newark, N. J.
- *Rachel Westervelt Croker.....New York City
- Annie Elizabeth Cunningham.....New York City
New York City Normal College, 1881.
- Ellen Maria Cushman.....St. Johnsbury, Vt.
Wellesley College, B.A., 1901.
- *Katherine Daley.....Worcester, Mass.
State Normal School, Worcester, Mass. 1904.
- *Anna Louise Davis.....New York City
State Normal School, Oneonta, N. Y., 1902.

- *Charles Henry Davis.....Richmond Hill, N. Y.
State Normal School, Oneonta, N. Y. 1896.
- *Eugene Rutherford DavisJersey City, N. J.
Mary R. Gale Davis..... Bridgeport, Conn.
New York University, Pd.M., 1904.
- *Willis Brooks Davis.....Fishkill, N. Y.
- *George Edmund Delany.....Newark, N. J.
State Normal School, Trenton, N. J., 1894.
- James Burt Thomas Demarest.....New York City
New York University, Pd.M., 1898.
- *Julia Cecelia Detlefsen Brooklyn, N. Y.
- Bernard Joseph Devlin.....New York City
College of the City of New York, A.B., 1888 ; College of St. Francis Xavier, A.M., 1893 ; New York University, Pd.M., 1898.
- *Louis Jardine DeVoe.....Elmhurst, N. Y.
- *Florence Marion Dickinson.....New York City
New York City Normal College, A.B., 1904.
- Lizzie Isabel Dowling.....New York City
New York City Normal College, 1886; New York University,
Pd.M., 1902.
- James Abraham Dugan.....Jamaica, N. Y.
State Normal School, Oneonta, N. Y., 1898 ; New York University
Ph.B. 1904 ; St. John's College, A.B., 1904.
- *Elsie Earle.....New York City
New York City Normal College, 1888.
- May Ursula Everett.New York City
New York City Normal College, A.B., 1902 ; New York University,
A.M., 1905.
- *Cecilia Agnes Farren.....New York City
State Normal School, Albany, N. Y., 1892.
- *Hugo Felsner..... Brooklyn, N. Y.
- Nathaniel Filfuss.....New York City
College of the City of New York, A.B., 1902.
- Anna Larger Finrock.....Richmond, Ind.
Earlham College, Ph.B., 1895 ; New York University, Pd.M., 1905.
- *Joseph Edward Fitzpatrick.....New York City
- *Katharine Louise FitzpatrickBridgeport, Conn.
- * Frances Hamlin Flagler.....Brooklyn, N. Y.

- Orrie Watson Flavelle.....Newark, N. J.
State Normal School, Trenton, N. J., 1899.
- *Alice Fleischmann.....New York City
New York City Normal College, 1886.
- Wilfred Lester Foster Brooklyn, N. Y.
Yale University, A.B., 1900; New York University Medical College,
M.D., 1904.
- *Mary Louise Freeman.....Saratoga Springs, N. Y.
State Normal School, Albany, N. Y., 1898.
- Abraham Fried.....New York City
College of the City of New York, B.A., 1904.
- Jacob Friedman.....New York City
College of the City of New York, A.B., 1902.
- *Henry Eugene FritzNew York City
- Elsie Gardner.....Stuyvesant, N. Y.
State Normal School, Oneonta, N. Y., 1899.
- *Jacob Vincent Gates.....Riverdale, N. Y.
- *Henrietta GlicksbergNew York City
New York City Normal College, 1903.
- Louis Goldberger.....New York City
College of the City of New York, A.B., 1902.
- Leon Wolf Goldrich.....New York City
College of the City of New York. B.S., 1894; New York University,
LL.B., 1897; Pd.M., 1905.
- David Goldwasser.....New York City
College of the City of New York, B.A., 1903.
- *Mashen GordonNew York City
State Normal School, New Paltz, N. Y., 1898.
- *Nellie Gore.....New York City
New York City Normal College, 1891.
- M. Moritz Greditzer.....New York City
Gymnasium, Ostrovo, Prussia, 1883; New York University, Pd.M.,
1905.
- Jessie Lillian Gregory.....New York City
New York City Normal College, B.A., 1900.
- George Austin Grim.....Nazareth, Pa.
Bucknell University, B.S., 1900.
- Frederick Samuel Grow.....Newark, N. J.
University of Vermont, A.B., 1891; New York University, A.M.,
1904.

- Marie Louise Hagen.....New York City
New York City Normal College, 1889.
- William Christian Hagen.....New York City
College of the City of New York, B.S., 1901; New York University,
M.A., 1905.
- Albert Briggs Hall.....Port Chester, N. Y.
- *William Halloran.....Syracuse, N. Y.
State Normal School, Cortland, N. Y., 1900.
- *Georgiana Hamel.....Newark, N. J.
- *Emma Frances Hamilton.....New York City
New York City Normal College, 1889.
- Clarence Dayton Hanford.....New York City
State Normal School, Oswego, N. Y., 1900.
- Joseph Alfonso Haniphy.....Brooklyn, N. Y.
New York University, A.B., 1903.
- *Mary Hanlon.....New York City
New York City Normal College, 1897.
- Sarah Smith Harbine.....Xenia, Ohio
Western Reserve University, Ph.B., 1902.
- *Julia Claudine Harney.....Jersey City, N. J.
- *Annie Eliza Hart.....Brooklyn, N. Y.
- *Anna Margaret Hartner...Gibbsboro, N. J.
- *Elizabeth Loretta Hayden.....New York City
New York City Normal College, A.B., 1903.
- *Willard Lincoln Haywood.....Newark, N. J.
- *Harriet Gertrude Henry.....New York City
- *Emma Herdling.....New York City
New York City Normal College, 1894.
- Catherine Regina Hickey.....Laurel Hill, L. I.
New York City Normal College, 1880; New York University,
Pd.M., 1904.
- Elizabeth Josephine Hofer.....New York City
New York City Normal College, 1877; New York University,
Pd.M., 1903.
- *Mary Louise Holm.....Brooklyn, N. Y.
New York City Normal College, 1893.
- Jacob Holman.....New York City
College of the City of New York, B.A., 1904.
- Samuel Holstein.....New York City
College of the City of New York, A.B., 1902.

- *Rose Anna Hopwood.....Laurel Hill, L. I,
New York City Normal College, B.A., 1904.
- *Fannie Horontz.....New York City
Henry Budd Howell.....Phillipsburg, N. J.
Lafayette College, A.B., 1886.
- John Irving Howland.....New York City
State Normal School, New Paltz, N. Y., 1897 ; New York Univer-
sity, Pd.M., 1904.
- Charles De Forest Hoxie.....Yonkers, N. Y.
New York University, Pd.M., 1903.
- *Louise Lynd Hubbard.....Port Richmond, S. I.
New York City Normal College, 1901.
- *Emma Antoinette Hulse.....Flushing, N. Y.
New York City Normal College, A.B., 1894.
- Russell Hunt.....New York City
College of the City of New York, B.S., 1903.
- *Jean Carr Huston.....Corona, N. Y.
New York University, Pd.M., 1895.
- Margaret Ellen Hyde.....North Woodstock, Conn.
Smith College, A.B., 1895.
- Elizabeth Scott Irving.....New York City
New York City Normal College, 1884.
- Elizabeth Anne Jacobs.....New York City
New York City Normal College, 1880 ; New York University.
Pd.M., 1905.
- Walter Robert Johnson.....New York City
College of the City of New York, A.B., 1903.
- Frederick Muchmore Johnston.....New York City
College of the City of New York, A.B., 1902.
- *Louis Jonas.....New York City
- Martin Joyce.....Richmond Hill, N. Y.
New York University, Pd.M., 1903.
- *Howard Jay Jump.....West New Brighton, N. Y.
State Normal School, Oneonta, N. Y., 1894.
- Joseph Kahn.....New York City
College of the City of New York, B.S., 1900 ; New York Univer-
sity, Pd.M., 1903 ; Ph.D., 1904.
- Warren Leslie Kauffman.....Yonkers, N. Y.
Bucknell University, Ph.B., 1892 ; A.M., 1904 ; New York Univer-
sity, LL.B., 1905.

- F. Edge Kavanagh.....New York City
Harvard University, A.B., 1887.
- Martin Kaveny.....Montclair, N. J.
College of St. Francis Xavier, B.A., 1903.
- *Nora Constance Keane.....New York City
New York City Normal College, A.B., 1903.
- *Mary Keating.....Jersey City, N. J.
- Watson Frederick Keeney.....West New Brighton, S. I.
State Normal School, Oneonta, N. Y., 1900; New York University,
Pd.M., 1904.
- Thomas Fenton Kennedy.....Newark, N. J.
St. Francis College, A.B., 1898; A.M., 1902.
- Mary Elizabeth Kerrigan.....New York City
New York University, Pd.M., 1896.
- Walter Asa Keyes.....New York City
New York University, B.S., 1890; Pd.M., 1903.
- Thomas Joseph Kiernan.....New York City
Fordham University, A.B., 1903.
- Edward Francis Kilcoin.....New York City
State Normal School, Albany, N. Y., 1891; New York University,
Pd.M., 1905.
- George Kintner.....Carlstadt, N. J.
State Normal School, Kutztown, Pa., 1884; New York University,
Pd.M., 1898.
- *Frieda Kirschner.....New York City
New York City Normal College, 1896.
- Elizabeth Catharine Klein.....Brooklyn, N. Y.
New York City Normal College, 1888.
- Margaret Knox.....New York City
New York City Normal College, 1885; New York University,
Pd.M., 1901.
- Frank Joseph Koch.....Newark, N. J.
Seton Hall College, A.B., 1903; A. M., 1905.
- Jerome Konheim.....New York City
College of the City of New York, B.S., 1901.
- William Adolph Kottman.....New York City
College of the City of New York, B.S., 1886; Columbia University,
LL.B., 1889; New York University, Pd.M., 1902.
- William Frederick Kurz, Jr.....New York City
College of the City of New York, B.S., 1894; New York University,
Pd.M., 1903.

- *Rose Kussy.....Newark, N. J.
Newark Normal School, 1905.
- Charles Max Landsman.....New York City
College of the City of New York, A.B., 1902.
- Abraham Mortimer Laufer.....New York City
College of the City of New York, B.A., 1902.
- Hugh Clarence Laughlin.....New York City
Ohio State University, A.B., 1890; University of Nebraska, A.M.,
1895.
- *Agnes Anna Lawlor.....Flushing, N. Y.
- Caroline Wilhelmina Leeker.....Brooklyn, N. Y.
New York City Normal College, 1898; B.S., 1902.
- Bertha Lenkawski.....Brooklyn, N. Y.
New York City Normal College, 1892.
- *Minnie Bellefeuille Lente.....New York City
New York City Normal College, 1889.
- William Samuel Lesh.....East Bangor, Pa.
Dickinson College, A.B., 1896.
- Herman Benjamin Levine.....New York City
College of the City of New York, B.A., 1904.
- *Clara Levy.....Newark, N. J.
- *Daisy Levy.....New York City
- Dwight Ralston Little.....Brooklyn, N. Y.
Williams College, A.B., 1900; New York University, M A., 1903;
Pd.M., 1904.
- *Gertrude Searight Littlejohn.....Brooklyn, N. Y.
- *Mabel Irene Livingston.....Brooklyn, N. Y.
- *Lewis George Lloyd.....Yonkers, N. Y.
- Albert Loewinthan.....New York City
College of the City of New York, A.B., 1901.
- *Nina M. Loper.....Brooklyn, N. Y.
- *Caroline Louise Losche.....New York City
New York City Normal College, A.B., 1901.
- *Morris Archibald Lunn.....Rosebank, N.Y.
State Normal School, Oneonta, N. Y., 1894.
- *Clara Augusta Lyon.....New York City
New York City Normal College, 1896.
- *John Phillip McArdle.....Brooklyn, N. Y.
- *Anne Loretto McCloskey.....Brooklyn, N. Y.
State Normal School, Plattsburg, N. Y., 1896.

- Mary Isabelle McDonald.....New York City
New York City Normal College, 1880; New York University, Pd.M.
1903.
- *Mary Louise McDonnell.....Hoboken, N. J.
Hoboken Normal School, 1879.
- John Dobbin McDowell.....Brooklyn, N. Y.
Royal University of Ireland, B.A., 1886; M.A., 1894; New York
University, Pd.M., 1905; Ph.M., 1905.
- *Philip James McEvoy.....West New Brighton, N. Y.
State Normal School, Fredonia, N. Y., 1896.
- *Catherine Frances McKeon.....Worcester, Mass.
State Normal School, Worcester, Mass., 1905.
- Mary, Elizabeth McQuirk.....Huntington, N. Y.
New York University, Pd.M., 1904.
- *Roy Raymond Male.....Hawley, Pa.
State Normal School, Cortland, N. Y., 1899.
- *Frances Catherine Maloney.....Brooklyn, N. Y.
New York City Normal College, B.A., 1902.
- Jane Corlett Mammel.....Brooklyn, N. Y.
New York City Normal College, 1885.
- *Jennie Clark Marran.....Yonkers, N. Y.
State Normal College, Albany, N. Y., 1891.
- *Bessie Katheryn Marsh.....New York City
- Charles Winslow Marston.....Hallowell, Me.
Bowdoin College, A.B., 1896.
- *May Axford Martin.....Newark, N. J.
- *Delia Lydia Mason.....Rushford, N. Y.
State Normal College, Albany, N. Y., Pd.B., 1902.
- Peter Francis May.....Brooklyn, N. Y.
New York University, Pd.M., 1903.
- *Anna Isabella Meharg.....Hoboken, N. J.
Hoboken Normal School, 1886.
- *Adda Sophie Minsky.....New York City
New York City Normal College, 1895.
- *Mary Ellen Mohr.....New York City
New York City Normal College, 1891.
- *Estelle Monheimer.....New York City
New York City Normal College, 1895.
- *Anna Richards Mooney.....Ballston Spa, N. Y.
Albany Normal College, Pd.B., 1892.

- *Annie Elizabeth Moore.....Hoboken, N. J.
Hoboken Normal School, 1876.
- *George Anthony Morrison.....Dobbs Ferry, N. Y.
Michael Joseph Morrissey.....New York City
St. Francis Xavier, B.A., 1902.
- Morris Moskowitz.....New York City
College of the City of New York, A.B., 1902.
- Edward Appleton MurphyJersey City, N. J.
- *Lucille Hernandez NicolBrooklyn, N. Y.
New York City Normal College, 1897.
- Frederick Alonzo North.....New York City
New York University, Pd.M., 1902 ; B.S., 1904.
- *Elizabeth Northrup.....Clifton, N. J.
State Normal School, Oswego, N. Y., 1898.
- *George Henry Nulty.....Tompkinsville, N. Y.
State Normal School, Potsdam, N. Y., 1896.
- William Whiteley Nutting.....New York City
State Normal School, Winona, Minn., 1888.
- *Elizabeth Anne O'Grady.....New York City
State Normal School, Geneseo, N. Y., 1893.
- Mary Janet Clancy O'Neil.....Brooklyn, N. Y.
- Katharine Leonette Osincup.....West New Brighton, S. I.
State Normal School, Oneonta, N. Y., 1899.
- John Robert Palmer.....Despatch, N. Y.
State Normal School, Geneseo, N. Y., 1896.
- Martha Huntingdon PattonOneonta, N. Y.
State Normal School, Oneonta, N. Y., 1901.
- *Mary Propert PattonNew York City
State Normal School, Oneonta, N. Y., 1904.
- *Mima R. Pease.....Greenwood, N. Y.
- *Grace Marie Perry.....Flushing, N. Y.
State Normal School, Oneonta, N. Y. 1897.
- Ellen Morgan Phillips.....New York City
New York City Normal College, 1890 ; New York University,
Pd.M., 1901.
- Frank Pickelsky.....New York City
College of the City of New York, A.B., 1902.
- *Marian Carr Pollard.....Brooklyn, N. Y.
New York City Normal College, 1894.

- William Franklin Porter.....New York City
State Normal School, Millersville, Pa., 1881; New York University
Pd.M., 1904.
- *Mary Eleanor Pound.....New York City
- Florence Edna Powers.....Boonton, N. J.
- Francis William Powers.....Brooklyn, N. Y.
College of the City of New York, A.B., 1892.
- *Zillah Adams Powers.....Brooklyn, N. Y.
- *Lillian Louise Price.....Newark, N. J.
- Paul R. RadossawljewitschObrez, Slavonia and Croatia.
University of Zurich, Ph.D., 1904.
- Edward Briggs Rawson.....New York City
Massachusetts Agricultural College, B.S., 1881.
- *Helen Regan.....New York City
New York City Normal College, A.B., 1902.
- Kurt Ernest Richter.....New York City
Addison Normal College, 1894; New York University, Pd.M., 1904;
B.S., 1905.
- Samuel Arndt Roberson.....Bayonne, N. J.
- *Jane du Bose Roberts.....New York City
- *Miriam Roeder.....New York City
New York City Normal College, 1891.
- *Louise Anna Roediger.....New York City
New York City Normal College, 1894.
- James Clarkson Rogers.....Brooklyn, N. Y.
Queens University, Kingston, Canada, B.A., 1894; New York
University, Pd.M., 1903.
- Israel Kohn Rolands.....Brooklyn, N. Y.
New York University, B.S., 1891.
- Mary Elizabeth Downie Rose.....New York City
New York University, Pd.M., 1897.
- Dario Enrique Salas D.....Santiago de Chile.
University of Chile, B.A., 1905.
- Ida SandmanNew York City
New York City Normal College, 1893.
- *Lura SaxeNew York City
- Lynn Mateer Saxton.....Edgewater, N. J.
Lafayette College, B.S., 1897; M. S., 1900.
- *Amelia Scherer.....New York City
New York City Normal College, 1903.

- *Emma Elizabeth Schmitt.....New York City
New York City Normal College, B.A., 1903.
- Frederick Schoedel, Jr Corona, L. I.
College of the City of New York, A.B., 1896 ; New York University, Pd.M., 1903.
- Hedwig Schoenrock.....New York City
- *Ida Christine Schrader.....Hoboken, N. J.
- *Henrietta Sophie Schrader..... Jersey City, N. J.
- Philip Arnold Schuval..... Brooklyn, N. Y.
College of the City of New York, B.A., 1903.
- *Christine Metle Scovel.....Brooklyn, N. Y.
- Lewis Buckley Semple.....Brooklyn, N. Y.
Lehigh University, A.B., 1884 ; A.M., 1892.
- Leah Sherwood.....New York City
Toronto University, A.B., 1897 ; Ontario Normal College, 1898 ;
New York University, Pd.M., 1903.
- Jacob J. Shufro.....New York City
College of the City of New York, B.S., 1899 ; New York University, Pd.M., 1905.
- Samuel SilvermanNew York City
College of the City of New York, B.S., 1898.
- *Lillian Douglas Skinner.....New York City
New York City Normal College, A.B., 1903.
- Edward Stephen Slattery.....New York City
College of the City of New York, B.A., 1904.
- Abraham Smith.....New York City
College of the City of New York, B.S., 1898 ; Columbia University, M.A., 1904.
- *Charles James Smith.....Pocantico Hills, N. Y.
State Normal School, Geneseo, N. Y., 1901.
- *Lottie Fidelia Smith..... Madison, N. Y.
State Normal School, Cortland, N. Y., 1900.
- *Edna Mabel Snyder.....Brooklyn, N. Y.
State Normal School, Cortland, N. Y., 1895.
- *Henrietta Antoinette Specht.....New York City
New York City Normal College, B.A., 1903.
- *Louise Fredericka Specht.....New York City
- Isidore Springer.....New York City
College of the City of New York, B.S., 1901.

- Joanna Stafford.....New York City
New York City Normal College, 1875.
- DeKeller Stamey.....New York City
State Normal School, Shippensburg, Pa., 1883; State Normal School,
Millersville, Pa., B.S., 1890; New York University, Pd.M.,
1905.
- Albert Stern.....New York City
College of the City of New York, B.S., 1899.
- *Florence Martha Strecker.....New York City
New York City Normal College, B.A., 1896.
- Edward DuBois Stryker.....New York City
New York University, Pd.M., 1900.
- *Annie Sutherland.....New York City
Toronto Normal School, 1899.
- *Thomas Henry Sweeney.....Astoria, N. Y.
- Reuben Charles Symes.....New York City
College of the City of New York, B.A., 1900.
- Dennis Francis Tarpey.....Brooklyn, N. Y.
College of St. Francis Xavier, B.S., 1892; A.M., 1893; New York
University, Pd.M., 1905.
- *Eliza Amelia Taylor.....Leonia, N. J.
New York City Normal College, 1881.
- *Richard Teaz.....Brooklyn, N. Y.
State Normal School, Jamaica, N. Y., 1904.
- Gertrude Murray Elizabeth Telke.....New York City
New York City Normal College, A.B., 1901.
- *James Leo Tobin.....Brooklyn, N. Y.
- *Rachel Frances Tolmach.....New York City
New York City Normal College, A.B., 1903.
- Irvin Lee Tyler.....Locust Valley, L. I.
State Normal School, Jamaica, N. Y., 1899.
- *Elise Morris Underhill.....New York City
New York City Normal College, A.B., 1895.
- Frederick Gordon Waide.....London, Canada
Western University, A.B., 1899; Harvard University, A.B., 1900.
- *Mary Genevieve Walsh.....Brooklyn, N. Y.
- *Cecilia Watson.....Brooklyn, N. Y.
- Abner Pugh Way.....New York City
Swarthmore College, B.S., 1898; Hahnemann Medical College,
M.D., 1901.

*Charlotte Weber.....	Jersey City, N. J.
John Weichsel	New York City
Royal Polytechnicum, Berlin, 1891 ; New York University, Pd.M., 1905.	
Frances Adler Weiss.....	New York City
New York City Normal College, 1879 ; New York University, Pd.M., 1898.	
*Rose Lottie West.....	New York City
State Normal College, Albany, N. Y., 1896.	
*Louise Westwood.....	Newark, N. J.
Thomas James Whalen.....	New York City
College of St. Francis Xavier, A.B., 1902.	
Florence Martha Whiteley.....	Grahamsville, N. Y.
State Normal School, Oswego, N. Y., 1882 ; New York University, Pd.M., 1903.	
Alice Torrey Whyte	Jersey City, N. J.
State Normal School, Trenton, N. J., 1891.	
Jennie Dolores Williams.....	New York City
New York City Normal College, 1887 ; New York University, Pd.M., 1903.	
Ottile Louise Wollenhaupt.....	New York City
New York City Normal College, 1893.	
Eva Constance Wood.....	Brooklyn, N. Y.
New York City Normal College, 1886.	
*Jessie May Wright	Newark, N. J.
Newark Normal School, 1905.	
*Eva Catherine Young.....	New York City
New York City Normal College, A.B., 1901.	
*Flora York.....	Newark, N. J.
*Clara Zahn.....	Newark, N. J.

SPECIALS.....154

TOTAL.....304

*Special Students. N. B.—Students entering after the close of the year 1902-'03 are enrolled as regular students only when they have pursued a full college course or its equivalent.

Special Students in Industrial Art

Ellen Frances Allen	Elizabeth Marie McGowan
Minnie Jane Alliger	Anna Frances McGrath
Pauline Lilian Bernstein	†Gertrude McIntyre
Julia Annie Brown	Ella Louise Meyer
Ellen Mary Cain	Sadie Marie Monley
Evelyn Calef	Nellie Louise Moore
Frances Hamilton Consalus	Irene Ianatia Morrissey
Alice Herrick Dickinson	Harriet Allen Murray
Jessie Adelaide Dorrance	Julia Bridget Murray
Gertrude Eddy	Sarah Nassauer
Catherine Barbara Gent	Irene Louise Nightingale
Ninetta Gent	Mary Louise Northrop
Annie Emeline Hamlet	Alma Maria Ostergren
Jessie Jackson	Marie Reeve Overton
Miriam Calisher Jacobs	Elizabeth Frances Veronica Rinn
Estelle Lord Kelsey	Mary Gertrude Stewart
Margaret Agnes Kieran	Martha Sherman Taylor
Julia Mary Levins	Louise Vogeles
Katherine Loughran	Mary Louise Wyman
Mary Cecilia McGill	

Total.....39

Total School of Pedagogy.....343

OFFICERS OF THE COUNCIL OF THE UNIVERSITY

President—

Vice-President—GEORGE ALEXANDER, D.D.

Secretary—ISRAEL C. PIERSON, PH.D.

Treasurer—WILLIAM M. KINGSLEY

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President—MRS. EDWARD C. BODMAN, L.H.M.

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MRS. WILLIAM F. COCHRAN

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MRS. JOSEPH EASTMAN

Term expiring 1908

MRS. EDWARD C. BODMAN, L.H.M.

MISS SIBYL EMMA HUBBARD, A.B.

MRS. BRADFORD ELLSWORTH

MISS CAROLINE CRANE

MISS E. MABEL CLARK

Term expiring 1909

MRS. JOHN P. MUNN, L.H.M.

MRS. RUSSELL SAGE, L.H.M.

MISS H. JEAN AITKEN

MRS. HAROLD HUMPHREYS

Term expiring 1906

MRS. EUGENE SMITH, L.H.M.

MRS. RICHARD M. HOE

MRS. GEORGE F. BAKER

MISS EMILY CODDINGTON, PH.D.

Term expiring 1907

MISS EMILY O. BUTLER, L.H.M.

MRS. WELCOME G. HITCHCOCK

MRS. DAVID DOWS, JR.

MRS. RICHARD H. LIGGETT

THE GENERAL ADMINISTRATIVE OFFICES of the University, and of the University Council, which is the University Corporation, are at Washington Square.

ORGANIZATION OF NEW YORK UNIVERSITY

The University is organized for educational and administrative purpose in nine schools, each under the government of its own faculty, with the privilege of presenting candidates for degrees, as follows:

At University Heights

THE UNIVERSITY COLLEGE OF ARTS AND PURE SCIENCE (1832).—Offers to male High School graduates four-year courses of study divided into nine groups, leading to the degrees of B.A. and B.S.

THE SCHOOL OF APPLIED SCIENCE (1862).—Offers to male High School graduates four-year courses of study in Civil Engineering, Mechanical Engineering and Chemical Engineering, leading to the degree of B.S., and five-year courses leading to the degrees of C.E. and M.E.

At Washington Square

THE WASHINGTON SQUARE COLLEGIATE DIVISION (1903).—Offers to graduates of approved Normal Colleges and to graduates holding degrees from colleges not recognized for matriculation in the Graduate School, courses of study in Arts and Pure Science, leading to the degree of Bachelor of Science (in Pedagogy).

THE GRADUATE SCHOOL (1886).—Offers to graduates of approved colleges advanced courses in Arts and Pure Science, leading to the degrees of M.A., M.S., Ph.D. and Sc.D. (Laboratory courses are given at University Heights.)

THE SCHOOL OF PEDAGOGY (1890).—Offers to graduates of approved colleges a two-year professional course in the science and art of education, leading to the degrees of Pd.M. and Pd.D.

THE LAW SCHOOL (1835).—Offers to men and women holding a 48 count certificate of the New York Regents, to students who have completed the freshman year of an approved college, and to college graduates, two- and three-year professional courses in law, leading to the degrees of LL.B., LL.M. and J.D.

THE SCHOOL OF COMMERCE, ACCOUNTS AND FINANCE (1900).—Offers to men and women with the same qualifications as those named for students of the Law School, two- and three-year professional courses, leading to the degree of Bachelor of Commercial Science.

At First Avenue and Twenty-sixth Street

THE UNIVERSITY AND BELLEVUE HOSPITAL MEDICAL COLLEGE (1841).—Offers to men with the same qualifications as those named for students of the Law School, a four-year professional course in medicine, leading to the degree of M.D.

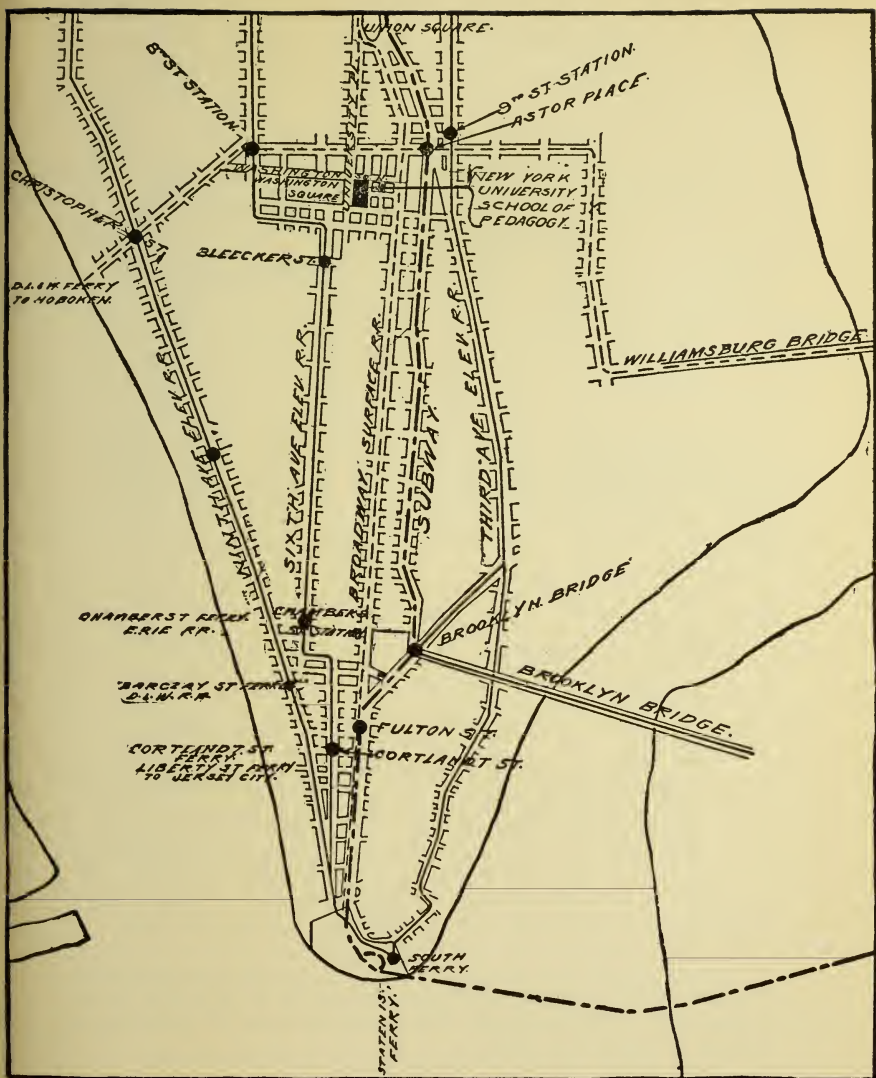
At 141 West Fifty-fourth Street

THE NEW YORK-AMERICAN VETERINARY COLLEGE (1899).—Offers to men holding a 36 count Regents' certificate, or an equivalent accepted by the Regents, a three-year professional course, leading to the degree of D.V.S.

Besides the nine schools which present candidates for degrees, there are also the following divisions of the University:

THE SUMMER SCHOOL (1895).—Offers collegiate and professional courses, for which credit toward degrees may be secured by matriculants in the University College, the Collegiate Division, or the School of Pedagogy.

THE WOMAN'S LAW CLASS (1890).—Offers courses in law for business women leading to a certificate.



Summary of University Statistics

1905-1906

DIVISIONS	Professors.	Lecturers.	Instructors.	Assistants.	Other Officers.	Total Officers.	Total Students.	Degrees Conferred, 1905.
I. ARTS AND SCIENCE.								
1. College of Arts and Pure Science . .							144	37
2. School of Applied Science . . .							184	20
3. Graduate School. .	38	17	7	9	11	82	262	32
4. Summer School. .							287	
5. School of Pedagogy							343	28
6. Washington Square Collegiate Div. . }							262	11
7. School of Commerce.	10	17	1		2	30	411	16
II. LAW.								
8. University Law School	11	2				13	686	146
9. Woman's Law Class.	1		3			4	52	
III. MEDICINE.								
10. University Medical College	39	17	31	26	57	170	476	47
11. Veterinary College	12	1	1	1		15	51	8
IV. GENERAL								
12. Library					6	6		
Grand Total . . .	111	54	43	36	76	320	3,139	345
Deduct for names counted twice.	3					3	130	
Net Total . . .	108	54	43	36	76	317	3,028	345

In the above total "auditors" are not reckoned. Of these a large number are in attendance in the various schools of the University.

Special circulars of the various schools will be sent free upon application to New York University, Washington Square, N. Y. In writing please state which circular is desired. The general Catalogue will be sent upon receipt of twenty-five cents.

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NEW YORK UNIVERSITY

BULLETIN

VOL. VII.

MAY 4, 1907.

No. 8

School of Pedagogy

ANNOUNCEMENTS

FOR THE

EIGHTEENTH YEAR

1 9 0 7 - 1 9 0 8

UNIVERSITY BUILDING

WASHINGTON SQUARE, EAST, NEW YORK, N. Y.

PUBLISHED BY NEW YORK UNIVERSITY AT THE UNIVERSITY BUILDING,
WASHINGTON SQUARE, EAST, MONTHLY JANUARY, FEBRUARY, MARCH,
AND WEEKLY, APRIL, MAY, JUNE, AND ENTERED AT THE NEW YORK
POST OFFICE AS SECOND-CLASS MATTER UNDER ACT OF JULY 16, 1894.

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Calendar

1907

Sept. 28,	Saturday,	Enrollment, Formal Opening.
Sept. 30,	Monday,	Lectures Begin.
Oct. 15,	Tuesday,	Last Day for Enrollment.
Nov. 5,	Tuesday,	Election Day, Holiday.
Nov. 28-30,	Thurs. to Sat. inclus.,	Thanksgiving Recess.
Dec. 19,	Thursday,	Christmas Recess Begins.

1908

Jan. 2,	Thursday,	Lectures Resume.
Jan. 25,	Saturday,	First Term Ends.
Feb. 12,	Wednesday,	Lincoln's Birthday, Holiday.
Feb. 22,	Saturday,	Washington's Birthday, Holiday.
April 1,	Wednesday,	Theses for the Doctorate due.
April 13,	Monday,	Spring Recess Begins.
April 21,	Tuesday,	Lectures Resume.
May 15-23,	Friday to Saturday,	Final Examinations.
June 3,	Wednesday,	Commencement.

THE SCHOOL OF PEDAGOGY

Faculty, 1907-1908

HENRY M. MACCRACKEN, D.D., LL.D.,

Chancellor of the University.

THOMAS M. BALLIET, PH.D.,

Dean ; Professor of the Science of Education.

J. P. GORDY, PH.D., LL.D.,

Professor of the History of Education.

ROBERT MACDOUGALL, PH.D.,

Professor of Descriptive Psychology.

JAMES E. LOUGH, PH.D.,

Secretary ; Professor of Experimental Psychology.

CHARLES GRAY SHAW, PH.D.,

Lecturer on Ethics.

LUTHER HALSEY GULICK, M.D.,

Lecturer on Physical Education and School Hygiene.

MRS. ANNIE L. JESSUP,

Lecturer on Domestic and Industrial Art.

PERCIVAL CHUBB,

Lecturer on Methods of Teaching English.

JAMES P. HANEY, B.S., M.D.,

Lecturer on Methods of Teaching and Supervision of the Manual Arts.

ARTHUR SCHULTZE, PH.D.,

Lecturer on Methods of Teaching Mathematics in Secondary Schools.

MISS ADELINE E. SIMPSON, PD.M.,

Lecturer on Education of Backward Children.

FRANK A. FALL, M.A.,

Bursar of the University.

FRANCES M. WOODWARD,

Librarian of the School of Pedagogy.

For information regarding the School of Pedagogy address Dean Thomas M. Balliet, New York University, Washington Square, New York City. The Dean's office hours are Friday, 3.45-4.45, and Saturday, 10.15-11.15.

GENERAL STATEMENT

The School of Pedagogy as a professional school of equal rank with the other professional schools of the University was established by vote of the University Council on March 3, 1890. Previous to that date lecture courses on Pedagogy had been given for four successive years, and the School is in part the outgrowth of these courses. It was the first professional school of university grade for the study of education, in distinction from Lectureships and Professorships of education, established in this country. Of the 3,500 students enrolled in New York University during the current year, over 800 are teachers, of whom over 500 are enrolled in the School of Pedagogy. In 1903 the School was placed on a graduate basis and only graduates of approved colleges are matriculated as candidates for its degrees. Other students are admitted as explained below.

Aim

The aim of the School is to furnish the best possible facilities for the advanced study of the science of education and the art of teaching. It seeks especially to meet the needs of students of superior academic training and of teachers of experience who are prepared to study educational problems in their more scientific aspects and their broader relations. To this end courses of lectures are given on descriptive, experimental and educational psychology; on the history of philosophy and on the history of education; on logic, ethics and sociology in their bearing on education; on the physiological and medical aspects of educational problems; on the philosophy of education, school administration; and on the general principles of method and their detailed application to the art of teaching. These various courses, numbering thirty-nine in all, find their unity in their common bearing on educational problems and constitute a well-organized curriculum for the higher professional training of teachers ambitious to fit themselves for responsible positions in their profession. The School offers exceptional facilities for advanced study to students who wish to prepare themselves for the position of superintendent, supervisor or principal in public schools, teacher of psychology and method in normal schools, or professor of pedagogy in colleges. It does not duplicate the elementary work of normal schools; even in the courses on Method the emphasis is laid on the psychological and philosophical basis of method and not on the discussion of devices familiar to advanced students.

The School is closely affiliated with the Graduate School, and students who wish to specialize in Secondary School work may take advanced courses in their specialty in that School with their pedagogical studies in the School of Pedagogy.

In the case of students who have had full collegiate training before entering the School, the University confers the degrees of Master of Pedagogy and of Doctor of Pedagogy upon the satisfactory completion of the required work.

Location and Facilities for Instruction

The School of Pedagogy now occupies the ninth floor of the University Building on the corner of Washington Square (East) and Waverly Place. The entrance to the elevators is on Waverly Place. The building is easily reached by various car lines of the city. The surface line from the Christopher Street Ferry to Brooklyn passes at University Place within one square of the building; the Broadway line at Waverly Place, the Bleecker Street and Eighth Street stations on the Sixth Avenue Elevated, the Ninth Street station on the Third Avenue Elevated, and the Astor Place station of the Subway, are all within a few minutes' walk of the School.

Twenty-one rooms are provided for the offices, the library and reading-room, lecture and assembly rooms, the psychological laboratories, etc. By means of a generous gift made for the purpose by a friend of the University, a room, overlooking Washington Square, has been beautifully decorated and furnished, and is set apart as a social room for the use of the students.

The greatest care has been taken in securing the best light and ventilation for the rooms occupied by the School. The outlook from the windows commands a view of a large part of the metropolis, the Hudson, and the neighboring cities of New Jersey.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are constantly being added.

The Astor Library (283,000 volumes), on Lafayette Place, is within a five minutes' walk of the University Building. The Library of the Academy of Medicine, 17 West Forty-third Street, contains among its large collection many valuable books necessary in pedagogical study and research, not to be found in any other library of the city. These great libraries are open free to students of the School.

Conditions of Admission and Matriculation

In June, 1903, by vote of the Faculty, graduation from a recognized college of Arts and Science, or its equivalent, was made a condition of matriculation for either the degree of Master of Pedagogy or that of Doctor of Pedagogy. Students not candidates for either degree are admitted on a lower standard. More specifically stated, these requirements are as follows:

(a) Graduates of recognized Colleges of Arts and Science may matriculate as candidates for degrees, without examination, on presentation of their college diploma.

(b) All teachers of experience and all graduates of state or city normal schools are admitted, without examination, but are not matriculated as candidates for a degree. Such students, if their attendance is regular and they pass successfully the required examinations, receive a certificate for the courses completed. Upon presentation of these certificates the Board of Education of New York City will give credit for the courses named in them under certain conditions specified by the Board.

(c) Students,* whether college graduates or not, who do not wish to attend regularly or receive credit for their work, are admitted as special students and are not required to pass examinations.

Students who wish to be candidates for degrees, or who desire credit for the courses which they take, must enroll not later than October 15 for the work of the first term. Students not desiring credit for their courses may enter at any time.

Persons whose academic training does not extend beyond that of the public high school or academy, and who have had neither professional training nor experience in teaching, are not admitted.

(d) Graduates of approved State Normal Schools (of equal rank with those of Class I of the Board of Regents), and persons who have completed the work of the Freshman and Sophomore years in a recognized college, may enter the Washington Square Collegiate Division,† complete the last two years of the college course, and then matriculate in the School of Pedagogy and become candidates for its degrees (see page 34).

Directions for Registration

Applicants for admission to the School are requested to make formal application and submit their credentials to the Secretary of the Faculty,

* Some of the most advanced students of the School of Pedagogy belong to this class. They hold prominent positions as principals or superintendents and attend lectures irregularly or when their professional duties permit.

† A special circular describing the courses in the Collegiate Division may be obtained by addressing the Secretary, Professor James E. Lough, New York University, Washington Square, New York.

if possible, before the formal opening of the School, which will be on Saturday, September 28, at 10.30 A.M.

Enrollment cards may be secured either at the Secretary's office or Bursar's office. They must be filled out in duplicate, filed with the Bursar and the enrollment fee paid before the student enters a class. In case an application for matriculation is rejected or the election of courses disapproved by the Dean, the enrollment fee will be refunded. Any change in the courses elected must have the approval of the Dean and can be made only upon a written request.

The offices of the School will be open for the reception of applications and credentials on and after September 21, from 10 A.M. to 5 P.M.

Members of the Faculty will be at the School daily on and after September 25 for consultation in regard to the election of courses.

The Fall term begins September 28. Tuesday, October 15, is the last day for registration for students who wish to receive credit for first term courses. Special students not desiring credit are admitted at any time. There will be an examination in all classes in December, and students will be required to attend at least eighty per cent. of class exercises or lectures of the entire course in order to receive credit for their courses. It will therefore be greatly to their advantage to register early.

Requirements for the Master's Degree

Fourteen hours of class-room work per week for the University Year is the minimum requirement for the degree of Master of Pedagogy (Pd.M.). These hours must include Courses 1, 3, 5, 7 and 12, together with five additional hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing two years' successful experience in teaching.

Candidates for this degree must file written application not later than May 1, preceding the commencement at which the conferring of the degree is sought.

Requirements for the Doctor's Degree

In addition to the Master's Degree eleven hours of class-room work per week for the University Year is required for the degree of Doctor of Pedagogy (Pd.D.). These hours must include Courses 4, 6, 8, 13, 30, 31 (or 32), and two hours of Method, together with three hours to be elected with the approval of the Dean.

In addition to the successful completion of these courses, the student must present a certificate showing three years' successful experience in teaching.

Candidates for this degree are also required to attend such seminars as the Faculty may appoint.

Thesis for the Doctorate

For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," shall be delivered to the Secretary of the Faculty *not later than April 1* preceding the Commencement at which the conferring of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval before the third Saturday of October of the same academic year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern which may be seen in the library of the School.

Final Examination for Doctor's Degree

Candidates for the doctorate must successfully pass an oral examination before the Faculty of the School. Candidates shall be eligible for this examination only after the acceptance of the required thesis. The examination shall occupy not less than one hour's time and shall be concerned with the following topics: (a) the subject matter of the thesis presented by the candidate; (b) the general history of the period with which the thesis is concerned (if the latter be historical in character); (c) the history, principles and philosophy of education; (d) psychological theory.

Courses in the Graduate School and Graduate School Degrees

The School of Pedagogy is closely affiliated with the Graduate School of the University, and students of the School of Pedagogy who wish to fit themselves for positions in secondary schools or colleges may, in connection with their pedagogical work, pursue advanced academic courses in their specialties in the Graduate School. A limited number of such courses may be substituted, by special permission of the Faculty of the School of Pedagogy, for professional courses in that school. Matriculated students of the School of Pedagogy may pursue such courses in the Graduate School upon payment of the usual tuition fees of that school, without matriculating in the Graduate School. Students who wish to enroll themselves as candidates for the degrees of Master of Arts and Doctor of Philosophy, with Education as their major subject, as well as for the degree of Master and Doctor of Pedagogy, must at the time they become candidates for these degrees apply for matriculation in the Graduate School, as well as in the School

of Pedagogy. Certain courses in Education (Nos. 1, 6a, 6b, 7, 22, 23, 26, 30, 31, 32) are included in the curricula of both schools, and will be accepted for credit toward the degrees of both schools.

Attendance

No student who has not attended eighty per cent. of the lectures of an entire course can receive credit for such course except by special vote of the Faculty.

Credits

The unit of credit in the case of lecture courses and seminars is thirty hours of class-room work. In case of practice courses, one hour of credit is given for three hours of work; except in physical training, where one hour of credit is allowed for two hours of practice work, and no credit is given unless such practice work is taken in connection with the lecture course to which it relates.

Fees

An enrollment fee of \$5 is payable upon the filing of an enrollment card for the first time in the School of Pedagogy. This fee is paid but once during the student's connection with the school.

The regular fee for instruction in each course of two hours a week is \$15 for the year, and in each course of one hour a week \$10 for the year, payable before the first day of December. A special fee of \$25 for the year is charged for the course in Applied Design, and a special fee of \$15 for the seminar course in supervision of the Manual Arts. The number of students in the latter course is limited to 30.

A special fee of \$1 will be charged in case of all students who register for the work of the first term after October 15.

The graduation and diploma fee for each degree is \$10.

No student is permitted to take the final examination whose fees have not all been paid. All fees are to be paid to the Bursar of the University, and no registration is complete until the payment of the required fee is made.

Living Expenses

Students can obtain good board, including room, for \$7 and upward per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Secretary.

Fellowships and Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500, founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE EDWARD R. SHAW SCHOLARSHIP of \$2,000, founded by the students and alumni of the School of Pedagogy and members of the Women's Advisory Committee, in memory of Dr. Shaw, late Dean of the School, for the benefit of teachers of the metropolitan district.

P. S. 104 SCHOLARSHIP of \$1,000, given by Miss Rose N. Yager. The scholarship provides tuition for one student each year, appointed by the Secretary with the approval of the Principal of Public School No. 104, New York City. Only teachers of the above-named school are eligible.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHPROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$180 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year.

Candidates for Endowed Fellowships and Scholarships, except the Shaw Scholarship and the Public School No. 104 Scholarship, will note the following conditions:

The applicant must state his age, and submit his scholastic and professional record in full, showing what branches of study he has pursued and with what success, what degrees he has won, what positions

he has filled and with what success, together with testimonials of character and of ability to profit by advanced university study of pedagogy.

The applicant must be of sound health and free from any physical infirmity.

The applicant must state whether it is his intention to pursue studies at the University School of Pedagogy for one or for two years. Applicants entering for the entire course of resident study for two years will receive preference over applicants who wish to enter for one year.

The holder of an endowed scholarship is not permitted to take other courses than those prescribed in the School of Pedagogy, or to engage in any remunerative work except by written permission of the Dean.

Holders of scholarships must reside in New York City or vicinity during the academic year. They must maintain a high standard of scholarship. They may each be called upon by the Faculty to spend not over one hour daily, outside of their class hours, in assisting the Librarian or a professor.

The violation of any of these conditions immediately vacates the scholarship.

One-third of the annual value of the scholarship is paid on the 15th day of December, one-third on the 15th day of March, and the remaining third on the 5th day of June.

Holders of scholarships or fellowships are not exempt from the payment of an enrollment fee of \$5.

Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Dean of the School not later than September 1.

Employment for Teachers

While the Faculty does not assume any responsibility to secure positions for students or graduates, the Secretary of the Faculty will communicate with Boards of Trustees and Superintendents of schools who may be seeking teachers well equipped in Pedagogy as principals or superintendents of public schools, or as teachers in colleges, normal schools, training schools, etc. Students seeking such positions are invited to furnish data in regard to their academic and professional training and experience to the Secretary. A number of students are placed in good positions every year.

OUTLINE OF INSTRUCTION

Embracing Psychology, Philosophy, History of Education, Science of Education, Art of Teaching, Physical Education, Manual Arts, and Domestic Art.

*Descriptive Psychology. 60 hours. Professor MacDougall. Page 15.

Laboratory Psychology. 60 hours. Professor Lough. Page 15.

*Educational Psychology. 60 hours. Professor Lough. Page 15.

Genetic Psychology. 30 hours. Professor MacDougall. Page 16.

Social Psychology. 30 hours. Professor MacDougall. (Not given 1907-1908.) Page 16.

†History of Ancient and Mediæval Philosophy. 30 hours. Professor Gordy. Page 17.

†History of Modern Philosophy. 30 hours. Professor MacDougall. Page 17.

Logic. 30 hours. Professor Lough. Page 17.

Ethics. 30 hours. Professor Shaw. Page 17.

Sociology. 30 hours. Professor MacDougall. Page 18.

*History of Education. 60 hours. Professor Gordy. Page 18.

†Seminar in History of Education. 30 hours. Professor Gordy. Page 19.

Contemporary Educational Literature. 30 hours. Professor MacDougall. (Not given 1907-1908.) Page 19.

†Educational Classics. Greek and Roman. 30 hours. Professor Gordy. Page 19.

†Educational Classics. Modern. 30 hours. Professor Gordy. (To be given 1908-1909.) Page 20.

*Principles of Education. 60 hours. Dean Balliet. Page 20.

†Philosophy of Education. 30 hours. Professor Gordy. Page 21.

†Research in Educational Problems. 60 hours. Professor Lough. Page 21.

†School Administration and Supervision. 30 hours. Dean Balliet. Page 21.

General Method. 30 hours. Dean Balliet. Page 22.

Introduction to Primary Method. 30 hours. Professor MacDougall. Page 22.

Special Method in English. 30 hours. Mr. Chubb. Page 23.

Special Method in Geography and History. 30 hours. Dean Balliet. Page 24.

Special Method in Arithmetic and Reading. 30 hours. Dean Balliet. Page 24.

*Required for the Master's Degree. †Required for the Doctor's Degree.

- Methods of Teaching Algebra and Trigonometry in Secondary Schools. 30 hours. Professor Schultze. Page 25.
- Methods of Teaching Geometry in Secondary Schools. 30 hours. Professor Schultze. Page 25.
- *The Physical Nature of the Child. 30 hours. Professor MacDougall. Page 26.
- Education of Backward Children. 30 hours. Miss Simpson and Associates. (See special circular).
- Play in Relation to Education. 30 hours. Dr. Gulick. Page 26.
- Anatomy in Relation to Physical Education. 30 hours. Dr. Gulick. Page 27.
- Nature and Methods of Examinations—Physical and Mental. 30 hours. Dr. Gulick. Page 28.
- Practice Courses in Gymnastics. 90 hours. Under the direction of Dr. Gulick. (See special circular).
- School and Personal Hygiene. 30 hours. Dr. Gulick. (To be given 1908-1909.) Page 28.
- Principles of Physical Education. 30 hours. Dr. Gulick. (To be given 1908-1909.) Page 29.
- Methods of Teaching the Manual Arts. 30 hours. Dr. Haney. Page 30.
- Applied Design. 60 hours. Dr. Haney. Page 30.
- Supervision of the Manual Arts. 30 hours. Dr. Haney. Page 31.
- Industrial Art. 60 hours. Mrs. Jessup. Page 32.
- Industrial Art (Advanced Course.) 90 hours. Mrs. Jessup. Page 32.

* Required for the Master's Degree.

Schedule of Lectures, 1907-1908

HOURS	3.45-4.45	4.45-5.45
Monday.....	11. Laboratory Psychology. 17. Genetic Psychology, First Term. 16. Sociology. Second Term.	11. Laboratory Psychology. 17. Genetic Psychology, First term. 16. Sociology. Second term. 14. History of Ancient Philosophy. 41. Methods of Teaching the Manual Arts.
Tuesday.....	†13. History of Modern Philosophy. 74. Nature and Methods of Examinations.	†31. Seminar in History of Education. 73. Play in Relation to Education.
Wednesday	*3. Descriptive Psychology. †32. Research in Educational Problems. 24. Methods in English.	*3. Descriptive Psychology. 15. Logic.
Thursday	26. Special Method in Arithmetic and Reading.	†23. Special Method in Geography and History. 34. Education of Backward Children.
Friday.....	†6a. Educational Classics.	†8. School Administration. †30. Philosophy of Education.
HOURS	9.15-10.15	10.15-11.15
Saturday.....	*12. Educational Psychology. *1. History of Education. 22. General Method. 43. Applied Design. 61. Domestic Art.	12. Educational Psychology. *1. History of Education. 29. Methods of Teaching Geometry. 43. Applied Design. 61. Domestic Art.
HOURS	11.15-12.15	12.15-1.15
	*7. Principles of Education. 27. Introduction to Primary Method. 10. Ethics. 28. Methods of Teaching Algebra and Trigonometry. 42. Supervision of the Manual Arts. 62. Domestic Art (Advanced Course).	*7. Principles of Education. *5. Physical Nature of the Child. 62. Domestic Art (Advanced Course).

* Required for the Master's Degree. † Required for the Doctor's Degree.

DESCRIPTION OF COURSES

3. Descriptive Psychology

Room 4

PROFESSOR MACDOUGALL

2 hours a week. Wednesday, 3.45-5.45

The aim of this course is to make the student acquainted with the processes of the normal human mind, and to train him in the methods of psychological observation and study. Toward the end of the term a brief consideration will be given to the chief types of abnormal mental condition. The work of the course will consist of lectures, prescribed reading and the preparation of themes. The course of lectures will be based upon the systematic study of a text-book of psychology. The written exercises will consist of the report of introspective studies intended to introduce the student to the concrete problems with which the psychologist has to do.

11. Laboratory Psychology

Room 9

PROFESSOR LOUGH

2 hours a week. Monday, 3.45-5.45.

The object of this course is twofold: to demonstrate the fundamental facts and principles of psychology by means of simple experiments, and to give a knowledge of the methods and results of experimental psychology and thus to prepare the student to undertake the independent investigation of special problems. The course will include a study of sensations, after images, attention, memory, habit, perception, motor response, fatigue, etc. During the latter part of the course an opportunity is afforded to take up the experimental investigation of a limited number of special problems connected with educational psychology.

The course is open only to those who have taken, or are taking, course 3, or its equivalent.

12. Educational Psychology

Room 9

PROFESSOR LOUGH

2 hours a week. Saturday, 9.15-11.15

The aim of this course is to select for special study those topics in psychology which have the most important and widest application to the detailed work of education. The course will include such topics as the natural and artificial conditions which determine the development of the typical forms of mental life, the formation and signifi-

cance of various principles of teaching, the psychological basis of method. It will also include a discussion of imitation, apperception, induction, habit, interest, etc.

The course is open only to those who have taken, or are taking, Course 3, or its equivalent.

17. Genetic Psychology

Room 4

PROFESSOR MACDOUGALL

2 hours a week. (First Term.) Monday, 3.45-5.45.

This course forms an introduction to the study of development in the child and the race. I. The general phenomena of mental growth in the human individual in relation to their physiological and structural conditions. II. The mental development of the individual. Preorganized tendencies; impulsive movements; imitation, spontaneous and voluntary; increase in variety of function and capacity for resistance. Infant activities, the child mind, adolescence, the normal mind in maturity. III. The derivation of mental characters. Factors of heredity and training. Physical inheritance, recapitulation and variation. Evolution of the mechanisms of sensation and movement. Mental inheritance, range of factors and methods of study; mental stability and variation; extension of function and habit forming.

The course of study will consist of lectures, prescribed reading and the presentation and discussion of reports upon assigned topics.

20. Social Psychology

PROFESSOR MACDOUGALL

2 hours a week. (Not given 1907-1908.)

In this course general psychological principles will be applied to the study of the social relations of the self, and the influences which determine action and feeling in the individual as a member of a group. Three chief topics will be taken up. First, the psychological self: its dependence upon social relationship; reflection of social consciousness in individual judgments; rivalry of social ideals in self-development. Second, the process of development in relation to social factors: suggestion and imitation; inventiveness and dependence; reaction and opposition. Third, social groups and their characteristics: mob-consciousness and action, its manifestation and effects in the child and the adult; social delusions and manias; tradition and caste. Social idealizations and their relation to individual action; the relation of the social self to the moral and religious consciousness. The course presumes an acquaintance with the data and methods of systematic psychology.

The reading for this course will be selected in connection with each topic discussed, and upon the reports of such literature the class work will be largely based.

4. History of Ancient and Mediæval Philosophy Room 7

PROFESSOR GORDY

1 hour a week. Monday, 4.45-5.45.

This course makes a brief survey of the history of philosophy from its beginnings in Greece to the Renaissance. Its primary aim is to make clear the relation between the course of philosophic thought during this period, and the progress of culture in general, and of educational theory and practice in particular.

13. History of Modern Philosophy Room 4

PROFESSOR MACDOUGALL

1 hour a week. Tuesday, 3.45-4.45.

This course treats of the history of philosophy from the Renaissance to the present time, including a sketch of the transition from mediæval to modern points of view and a discussion of the chief tendencies of contemporary thought. The development of ethical and religious philosophy, as well as that of metaphysics, will be taken up and its relation to the general problems of education and knowledge discussed.

15. Logic Room 9

PROFESSOR LOUGH

1 hour a week. Wednesday, 4.45-5.45.

This course aims to give a systematic treatment of logic as the process by which knowledge is obtained. Special emphasis will be given to the application of the principles of logic to the work of the teacher. The course will begin with the deductive processes and the laws determining the application of a principle or generalization. This will be followed by a study of the inductive processes, including observation, methods of determining causal conditions, explanation and the use of hypotheses in the discovery of laws and general principles and in the development of concepts. The course will also include such topics as the fallacies of inductive and of deductive reasoning, logical division, topical outlines, definition, types of judgment, and the nature of inference.

10. Ethics Room 1

PROFESSOR SHAW

1 hour a week. Saturday, 11.15-12.15.

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philo-

sophical ethical position, to induce the habit of reflection, and to develop critical insight.

The course includes a discussion of the ethical aim in education both as to its importance and its proper direction.

16. Sociology

Room 4

PROFESSOR MACDOUGALL

2 hours a week. (Second Term.) Monday, 3.45-5.45.

In this course, for which the study of social psychology constitutes an introduction, the typical forms of social organization will be considered in connection with fundamental human activities and relations. The course will begin with a discussion of the nature of society, its biological bases, and the special needs which condition its various institutions. The development and functions of the family will be taken up, and the relation of this primary group to the school, the church and the state. It is especially desired that the student shall be brought to regard the human individual as an inseparable element in a system of social institutions, and to conceive the formal education of the child in its relation to the other great divisions of social activity. The work of the course will be based upon textbook and collateral reading.

1. History of Education

Room 7

PROFESSOR GORDY

2 hours a week. Saturday, 9.15-11.15.

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticise educational systems and theories in the light of what is regarded as sound educational doctrine. It thus seeks to give the culture that results from an acquaintance with the moving forces of civilization, and at the same time to lay a broad and deep foundation for professional insight and professional work.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples, it glances rapidly at the civilizations of the Orient, and then makes a detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it, which enabled the Romans to build up the Roman Empire. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of



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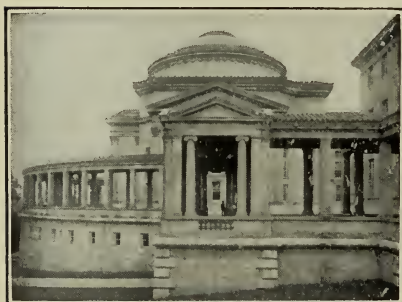
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education in the Middle Ages, and points out how the principle of authority, which was its most marked characteristic, had its counterpart in the Roman Church on the one hand, and the Holy Roman Empire on the other. It discusses the various causes—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristic of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a résumé of the educational principles collected during the survey of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine. Students are advised to study the history of ancient and mediæval philosophy before taking this course.

31. Seminar in the History of Education

Room 7

PROFESSOR GORDY

1 hour a week, Tuesday, 4.45-5.45.

This course will take up some period in the history of education and make a detailed and extended study of it. The period selected will depend largely on the wishes of the class. The course is designed especially for those who are preparing to teach the history of education in normal schools and colleges. The credit for this course is sixty hours.

33. Contemporary Educational Literature

PROFESSOR MACDOUGALL

1 hour a week. (Not given 1907-1908.)

The course will be conducted as a seminary and is open only to those who have received the consent of the instructor. A series of selected works will be read in the course of the year. The contents of these books will be presented in outline by members of the class in turn and the subject matter will then be taken up for discussion. The course seeks both to provide systematic reading in the basis, theory and practice of education, and to offer opportunity for the development of critical judgment on the part of the student.

6a. Educational Classics

Room 7

PROFESSOR GORDY

1 hour a week. Friday, 3.45-4.45.

This course makes a study of the most celebrated pedagogical writings of ancient times. Parts of Plato's *Republic*, Plato's *Laws*.

Xenophon's *Cyropædia*, Aristotle's *Politics* and Quintilian's *Education of an Orator* are critically studied. The aim is to trace the connection between the philosophic views of the writers and their educational ideals; to show the relation between those ideals and the civilization of the period, on the one hand, and, on the other, the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, Course 1. It will be given only in alternate years.

6b. Educational Classics

PROFESSOR GORDY

1 hour a week. (To be given 1908-1909.)

This course makes a study of the most celebrated pedagogical writings of modern times. Montaigne's *Essays*, Locke's *Thoughts on Education*, Rousseau's *Emile*, Spenser's *What Knowledge is of Most Worth*, Froebel's *Education of Man*, Herbart's *Outlines of Educational Doctrine* are critically examined. The object aimed at is (1) to ascertain their inner consistency; (2) their relation to the civilizations of their times; and (3) the elements which they contribute to sound educational philosophy. This course will be open only to those who have taken, or are taking, Course 1, and will be given only on alternate years.

7. Principles of Education

Assembly Room

DEAN BALLIET

2 hours a week. Saturday, 11.15-1.15.

This course will consist of a series of lectures on the general principles underlying the science of education. The most important principles which biology, physiology, psychology and anthropology have contributed to educational science will be considered and their practical application indicated. Some fundamental educational problems will be discussed in the light of evolution. Some of the special topics to be treated are the following: Brain localization and the light it throws on the problems of physical and manual training; eye-mindedness, ear-mindedness and motor-mindedness and their bearing on education; imitation, habit, inhibition, sense of rhythm, fatigue, etc., in their application to specific educational problems; the order of maturing of the nervous system in its bearing on education; the instincts and education; adolescence and some problems of secondary education; growth and its bearing on education; the doctrine of interest; principles determining the course of study; education and civilization.

30. Philosophy of Education

Room 7

PROFESSOR GORDY

1 hour a week. Friday, 4.45-5.45

This course seeks to ascertain as definitely as possible the end that education should seek to realize, and then considers the means that ought to be employed in attaining it. The question of means is considered from both the subjective and the objective points of view. In connection with the former a careful study is made of those impulses of the child that make education possible, and especially of imitation; and the Herbartian doctrine of interest is critically examined. In connection with the latter, a critical study is made of school curricula, correlation, concentration, and allied topics. The intention is to show that neither side of the two-fold nature of man should be lost sight of in any stage of his development; that from the kindergarten to the university and professional schools the work of the student ought to be arranged with a view to preparing him to serve society more effectively, and, at the same time, enabling him to attain to the utmost fullness and completeness in his own inner life.

32. Research in Educational Problems

Room 9

PROFESSOR LOUGH

1 hour a week. Wednesday, 3.45-4.45

This course is intended for advanced students and to afford an opportunity for the scientific investigation of specific educational problems. The subjects taken up by each student will be determined after consultation. The following are some of the topics now under investigation: Formation of habits; memory; fatigue; course of pupils through the grades; relative value of oral and visual training in language and arithmetic, etc. The study of these topics will be continued, and such other subjects will be taken up as the interests of the individual student may suggest.

Special permission is required for enrollment. The credit for this course is sixty hours.

8. School Administration and Supervision

Room 9

DEAN BALLIET.

1 hour a week. Friday, 4.45-5.45

This course will consist of lectures, discussions and a limited amount of collateral reading on the administrative duties of principals, supervisors, superintendents and school boards. Among the special topics to be treated are such as the following: the course of study; classifi-

cation and promotion of pupils, devices for rapid advancement of gifted pupils; the daily program; methods of discipline; the relation of principal to teachers; methods of supervision by the principal, by the supervisor, and by the superintendent; the teachers' meeting, its character and how to conduct it; the sanitary condition of school buildings and the relation of principal to janitor. The relation of the school to the home and to the community; the school as a social center. The election and organization of the school board; its specific duties; the school finances; the organization of a system of day schools; special schools for defectives and delinquents; the organization of a system of evening schools. The organization of school systems in European countries and the lessons to be learned from them; the European secondary school, its organization, aim and character as compared with the American secondary school; the future organization of secondary and higher education in the United States.

22. General Method

Room 2

DEAN BALLIET

1 hour a week. Saturday, 9.15-10.15

In this course will be discussed the general principles of method as determined by psychology on the one hand and the subject matter to be taught on the other. Among the topics to be discussed are the place of observation, induction, generalization and deduction; apperception; interest; the "Five Formal Steps," their value and their limitation; correlation of studies; the principles underlying the teaching of the language arts in distinction from the "thought studies"; principles of æsthetic and moral training.

27. Introduction to Primary Method

Room 4

PROFESSOR MACDOUGALL

1 hour a week. Saturday, 11.15-12.15

A study of the psychological basis of method in Primary School subjects. The nature of the processes involved in Speech, Reading, Writing and Spelling will be taken up with special reference to the character of the child's activity in acquiring these functions. The external conditions which affect learning, including physiological defects, will also be discussed. In the light of principles thus derived the merits of different systems will be compared and questions of class and individual method considered. The course will be conducted by lectures, discussions and the reading of selected literature. Members

of the class will be provided with opportunity for independent investigation in connection with their studies.

24. Methods of Teaching English in Elementary and Secondary Schools

Room 7

MR. PERCIVAL CHUBB

1 hour a week. Wednesday, 3.45-4.45

The course will assume an acquaintance with the Instructor's "The Teaching of English," in connection with which the work on the same subject by Scott, Carpenter and Baker will be utilized. It will be divided into three inseparable parts, devoted respectively to Beginnings in the Primary Grades, the Grammar Grades, and the High School.

At the outset the present status of English Teaching in the Schools will be reviewed. Then the oral and auditory basis of instruction will be considered; and with this, the part which should be played by nursery songs, tunes, games, and plays; and the rôle of story-telling and dramatization. The next topic will be the principles which should govern the appraisal and selection of good literary material, its use and treatment; its vocal interpretation; and the various points connected with reading and memorizing. On the expressional side, there will be a discussion of the relation of oral and written composition, the question of subject matter, the use of models, the development of originality, of imagination and feeling, and the technique of correction.

In following out the work of the Grammar Grades and the High School, the place of the ballad, the long narrative poem, epic poetry and the drama, as well as the various kinds of prose literature, will be discussed; and this will lead on to the problems of handling, of correlation, of supplementary reading, etc. The questions of formal language work, Grammar and Rhetoric will also be taken up. Under the head of Composition, the use of the Outline, letter-writing, reproduction, summarizing, note-taking, and the special problems of the four types of Composition will be dealt with. The topics to be discussed in connection with the selection and treatment of literary masterpieces in the Upper Grades and the High School will include methods of presentation, class discussion, the function of criticism, biographical studies, literary history. In the course of the work consideration will be given to Debating, Versification and Verse-making, the value of the Festival, and the literary by-products of the school.

As far as possible the treatment of all topics will be concrete and illustrative. From time to time notes, reports and investigations will be required of members of the class.

23. Special Method in Geography and History Assembly Room

DEAN BALLIET

1 hour a week. Thursday, 4.45-5.45

GEOGRAPHY.—This course will consist of a study of those phases of physiography and meteorology with which the teacher must be familiar in order to teach geography successfully in elementary schools. Among the general topics to be discussed will be : physiographic processes ; land sculpture ; mountains ; plains ; lakes ; rivers and their work ; shore lines ; drowned coasts ; geographic effects of glacial period ; the ocean ; the atmosphere ; factors determining climate ; the relation of geography to commerce and industry. This will be followed by a somewhat detailed study of the best methods of teaching geography in the elementary schools. Some of the most important topics to be discussed are the following : The aim and scope of geography as a school study ; "home geography," its aim and limits ; children's interest in various phases of the subject ; the ethnographic phase of geography ; what elements of physiography may be taught in elementary schools ; what may be taught in mathematical geography and what should be omitted ; what phases of meteorology may be taught ; map study and the function of map drawing ; products of various countries and commerce—what should be taught and what omitted ; trade centers and trade routes ; the special study of various countries ; coördination of geography with history ; various devices for presenting the subject in elementary schools ; a course of study in geography.

HISTORY.—The second part of this course will consist of a series of lectures on methods of teaching history with special reference to the work of the primary and grammar schools. The general problem of history teaching in secondary schools will also be briefly treated. Children's interest at different ages in the various phases of history and the order in which the different phases of the subject are to be taken up will be studied. Among the special topics to be discussed are : The place of the story ; the heroic and dramatic in history ; the place of biography ; how to develop in children conceptions of time and of the meaning of dates ; the place of the history of customs and of social life ; wars ; relations of geography to history ; periods of history ; the place of the history of politics and government ; various conceptions of the nature and scope of history.

26. Special Method in Arithmetic and Reading Assembly Room

DEAN BALLIET

1 hour a week. Thursday, 4.45-5.45.

ARITHMETIC.—The first part of this course will embrace a discussion of the principles underlying the teaching of arithmetic and a detailed

study of the best methods of presenting the various phases of the subject in elementary schools. Some of the topics that will be discussed are the following: The nature of number; how the child gains his first conceptions of number; the number conceptions of primitive peoples as compared with those of children; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching primary arithmetic; methods of teaching arithmetic in grammar schools; the relation of arithmetic to algebra and to geometry; a brief sketch of the history of method in arithmetic.

READING.—The second part of this course will consist of a discussion of the problem of teaching reading in elementary schools. Among the topics which will be studied are the following: The analysis of the mental processes involved in reading; oral reading and silent reading, the specific function of each; how a child acquires an oral vocabulary; acquisition of a printed vocabulary; the sentence method; word method and phonic method; diacritical marks, their use and abuse; learning to read and reading to learn; rapid silent reading; the art of skipping; how to select reading matter; literature in the grammar schools; brief history of methods of teaching reading.

28. Methods of Teaching Algebra and Trigonometry in Secondary Schools

Room 2

PROFESSOR SCHULTZE

1 hour a week. Saturday, 11.15–12.15

A knowledge of the elements of algebra is presupposed. The course will consist of a detailed study of the best methods of teaching algebra and trigonometry in secondary schools. The typical parts of algebra and trigonometry, especially those that offer scientific or pedagogic difficulties, will be reviewed from the point of view of the teacher.

29. Methods of Teaching Geometry in Secondary Schools

Room 2

PROFESSOR SCHULTZE

1 hour a week. Saturday, 10.15–11.15

A knowledge of the elements of plane and solid geometry is presupposed. The courses will embrace a detailed study of the modern methods of teaching plane geometry in secondary schools, and a brief discussion of the principles of solid geometry. The course will be based upon a review, from the teachers' standpoint, of the principal topics in geometry. Special emphasis will be laid upon the methods which lead students into original geometric work.

Some of the topics to be treated are the following: Aims of mathematical teaching; general methods of teaching geometry; the labora-

tory method ; the foundations of geometry ; philosophic and pedagogic aspects of the axioms ; Non-Euclidean geometry ; logical aspects of geometric propositions ; preliminary propositions ; methods for constructing exercise work ; original work based upon equal triangles, parallel lines, unequal lines and angles ; hypothetical constructions ; analysis of theorems ; general methods of attack for solving problems ; measurement ; limits ; loci ; proportions ; the positive, negative and imaginary quantity in geometry ; areas and transformations ; the circle ; algebraic analysis of geometric propositions ; solid geometry ; the diagram in solid geometry ; the impossible in geometry ; fallacies, principles of duality and continuity ; one-to-one correspondence.

5. The Physical Nature of the Child

Room 4

PROFESSOR MACDOUGALL

1 hour a week. Saturday, 12.15-1.15

In this course the general phenomena of physical development will be considered in their relation to education and the care of the child. Beginning with a sketch of the bodily organism, the processes of nutrition and adaptive movement, the functions of the nervous system and its development in the individual, and the physiology of growth will be taken up in succession. Special attention will be given to the nature and manifestations of fatigue, the effects of physical training, and the relation of nutritional conditions to bodily and mental health. The pathology of development, including mal-nutrition, sensory defects and nervous disease, will be discussed in so far as it forms a practical problem in the school. At the close of the course the bearing of sensory and motor training upon the general activity of the organism will be considered, and the results of an analysis of the normal process of adaptation and self-control in education will be applied to the treatment of neurasthenic and deficient children, with a view to supplement from a psychological standpoint the physical diagnosis and problems of therapeutics.

34. Education of Backward Children. (See special circular.)

MISS SIMPSON and SPECIAL LECTURERS

1 hour a week. Thursday, 4.45-5.45

This course will consist of a series of practical lessons on methods and devices of teaching backward and feeble-minded children, reading, writing, spelling, oral and written composition, arithmetic, geography, and history ; a series of practical lessons in woodwork, basketry, and other forms of handwork ; a similar series of lessons in gymnastics, rhythmic movements, and plays. Students will be required to perform the exercises in handwork and gymnastics until they are familiar with them. A certain amount of prescribed reading will be required. The

course is intended as a practical preparation for those wishing to fit themselves to take charge of ungraded classes in the public schools. It will be supplemented in alternate years by a theoretical course similar to that given in 1906-1907.

73. Play in Relation to Education

Assembly Room

DR. GULICK

1 hour a week. Tuesday, 4.45-5.45

THE FACTS OF PLAY.—The chief facts relating to the play of children and adolescents; physical exercise as related to adult recreation; the distinguishing characteristics of the plays of different races; simple studies of the plays of different species of the higher animals.

THE PLAY PROGRESSION BY AGE AND SEX.—Characteristics of play as carried on by children through the successive years, showing development in physical power and endurance, in mentality, complexity, and in social relations. This progression will be developed with reference to sex as well as to age.

SEASONAL ROTATION OF PLAYS.—The constantly lengthening period of interest in plays through successive periods in child development, with suggested reasons for the plays of later childhood being related to the seasons, although not coincident in different sections of the country.

PLAY, INSTINCT AND TRADITION.—A summary of the play theories, with an examination of their validity with reference to the facts already examined—instinct as furnishing impulse; tradition as carrying all details of execution.

THE THEORY OF TOYS.—Reasons for interest in certain toys; characteristics of toys most interesting to each sex at different ages.

PLAY AND URBANIZATION.—Folk plays originated under conditions of ample space and limited numbers. Definite reconstruction needed in the light of limitation of space and great increase in numbers among the players.

THE DIRECTION AND CONTROL OF PLAY.—Direction and control needed because the problem of administration of play and athletic sports has become too complex to permit of its being successfully handled by children and adolescents. The control of play must leave play real, and not forced, hence must be based upon its intrinsic laws. The direction and control of athletic sports.

PLAY OF EXCEPTIONAL CHILDREN.—Power and weakness, both physical and mental, is indicated as well as developed by means of play. Defective children particularly show in a dramatic way their defects in play.

PLAY AND THE PHILOSOPHY OF LIFE.—Self-directed activity without utilitarian aims in its relation to life's work and happiness.

72. Anatomy in Relation to Physical Education

Dr. GULICK

1 hour a week. Tuesday, 7-8 P. M.

This is a practical, as distinguished from a text-book course. The work will be done from living models, skeletons, and plates, the text-book taking the place of the usual notes. The aim is to lead each student to see the body as affected by each muscle and group of muscles, as well as by each movement. It is thus not so much a study of pure anatomy, as it is of the mechanism of movement.

74. Nature and Methods of Examinations— Physical and Mental

Assembly Room

Dr. GULICK

1 hour a week. Tuesday, 3.45-4.45

THE BODY.—How bodily examinations and measurements are made, recorded and tabulated. Tests of size, strength, speed, endurance. Elements of unreliability due to varying emotional states and changes in the examiner. Tests of vision, hearing, skin sensibility.

THE MIND.—Tests of fatigue, the ergograph. The ability to spell, mark letters, trace designs, perform mathematical operations, giving attention. Variations produced by interest, etc.

WRITTEN EXAMINATIONS.—What they purport to indicate, and some of the things they do not adequately show. The examination system as conducted by the New York City Board of Education.

DATA.—The mathematical treatment of statistics from examinations. This work will be taught largely by work actually done by the class in computing averages and means, constructing regular and "skew" curves; together with a discussion of what the data so treated really indicate. Modes of assigning credits in physical education and other subjects.

80. Practice Courses in Gymnastics (See special circular)

71. Personal and School Hygiene

Dr. GULICK

1 hour a week. (To be given 1908-1909)

In this course health is considered as an agency looking toward personal efficiency, rather than as an end in itself. Thus each subject is considered not primarily from the standpoint merely of securing the utmost perfection, but of the contribution which it may make to a

higher grade of living. It is recognized that only that degree of care of the human mechanism is worth while which will aid us in making the maximum output in both quality and quantity ; and that this level of health is a different level from that which might be attained if one were to spend one's whole time or even a large part of it in the direct pursuit of the most perfect conditions of living. The chief topics discussed are as follows: Importance of Health from the Standpoint of Work and Happiness, Physiology and Psychology of the Skin, Baths, Laws of Reaction, Association with Different Parts of the Body, Soaps—Almond and Cornmeal, Nails, Hair, Dandruff, Corns, Freckles, Tan, Face Powders, Face Massage, Taking Cold, Adenoids, Teeth, Vision, Fatigue, Noise, Rest, Sleep, Recreation, Nutrition, Excretion, Drugs, Reflex Irritations, Pain, Clothing, Tobacco, Alcohol, Growth, Communicable Diseases, Vasomotor Hygiene and the Emotional Life, Psychic Factors of Physical Health, Physical Factors of Mental Health, Mental Factors of Mental Health, Administration of Time, Health Leagues.

In the consideration of the school phase of hygiene, the particular aim is to present the facts with reference to those conditions of school life that are under the control of the teacher. This standpoint thus excludes the discussion of the location of the building and other points with which the teacher has nothing to do. The chief subjects discussed are: Light, Eyestrain, Print, Lighting, Heating, Ventilation, Humidity, School Desks, Seats, Overstudy, School Physical Training, Recesses, School Diseases, Scoliosis, Chorea, Myopia, School Posture, School Programs, Length of Periods, Home Work, Headaches, Penmanship, Adenoids, Instruction in Physiology and Hygiene, Department of School Hygiene, Work of Board of Health, Relations of Boards of Health and Education.

70. The Principles of Physical Education

Dr. GULICK

1 hour a week. (To be given 1908-1909)

THE NEED FOR GYMNASTICS.—Certain demands of the body due to the conditions of urbanization which cannot be met by free play, games, or athletic sports. The effects of the school desk upon the spine, and the growth and development of the body. Specific exercises which need to be done in order to remedy the conditions of school life. The conditions of exercise in the city school room.

THE PRINCIPLES OF GYMNASTICS.—Summary of the physiology of exercise. Summary of the psychology of exercise. Summary of social principles which must be applied in the control and development of physical training, particularly as related to aesthetics. The govern-

ment of groups and popular interest. Application of the law that "Function makes structure" to bodily education. Theory and limits of athletic and gymnastic specialization. Use and limits of competition. Bodily symmetry versus bodily harmony. Theory of training.

GYMNASTIC MATERIAL.—A study of the effects best secured from the various agencies which are available for use in general physical training. The effects of various classes of free exercises, tactics. Special effects secured best by means of movable apparatus, such as wands, clubs, dumb bells, and the like. Special effects best secured by means of fixed apparatus—horse, bar, parallels, bom, stall bars, spring boards. Natural and combative exercises—running, dancing, fencing, wrestling, tumbling, swimming, etc., considered with reference to the effects best secured by means of each.

TEACHING.—The teaching of gymnastics and study of different modes of teaching by imitation, description, word of command. A detailed study of the construction of the gymnastic curricula to meet the special needs presented by pupils of different ages in both sexes, under conditions of school, classroom and gymnasium.

41. Methods of Teaching the Manual Arts

Assembly Room

Dr. HANEY

1 hour a week. Monday, 4.45-5.45

This course is particularly planned for grade and special teachers who desire to familiarize themselves with the principles and methods of teaching the arts of Drawing, Construction and Design. Each of the Arts named will be considered in detail, and there will be offered many practical devices suggested by the experience of instructors in the grades. Heads of Departments, or those preparing for such work, and others called upon to direct teachers will find this course of value.

The underlying principles of work in the Arts will first be considered, together with the general principles of methods applicable to all forms of hand training. Each Art will be treated as a co-ordinate element in a general course of study, and measures will be indicated for securing individual work on the part of both teacher and pupil.

Questions of materials, technique and lesson steps will be reviewed for both primary and grammar grades, and standards of execution will be shown by the exhibition of a great variety of children's work. The black-board will be constantly used in supplementary illustrations. The methods offered will carefully consider the attitude of the child, his interest and capacity at each stage of development; they will prepare the teacher to present the manual branches with success in any grade.

42. Applied Design

Assembly Room

Dr. HANEY

2 hours a week. Saturday, 9.15-11.15

This double course of sixty hours' work presents both the theory and practice of color and applied design. The instruction is particularly planned for supervisors and departmental teachers of drawing in elementary and high schools. It is offered in three lesson periods each Saturday.

In the first period the principles of design are reviewed in order, and fully illustrated by drawings made before the class. A similar analysis of color follows. The notes of this period form a series of connected chapters dealing with the nature of design, the action of line, the relations of masses, structural principles, the study of motifs, conventionalization and theory of color. Emphasis is placed on the decorative use of natural forms, and much illustrative matter is presented in the form of photographs, plates and examples of applied design in various materials.

The second part of the lesson is devoted to a criticism of work brought in by members of the class. The designs called for are adapted for school use, attention being given to those phases of the subject which arise in connection with constructive work in various materials.

The third part of the lesson includes analysis and graphic solution of problems similar to those which the class is called upon to consider, such demonstration serving to illustrate the approach of the designer to his work. Thus the course reviews in detail all the more important questions which arise in class-room practice.

A special fee of \$25 is charged for this course.

43. Supervision of the Manual Arts

Room 9

Dr. HANEY

1 hour a week. Saturday, 11.15-12.15

This course is designed for directors and supervisory teachers of the Arts and those preparing to undertake such work. The material is presented in lecture and in seminar form. The lectures are given on alternate Saturdays, and consider among other questions, the organization and development of courses of study, the business of supervision, study of a school system, principles of criticism, record keeping, the holding of conferences, and personal elements in teaching and direction.

A seminar is also held each fortnight. These meetings take up other aspects of supervision, including the literature of the subject methods of study, and the manner in which the results of study may be presented in written and oral form. The topics are developed through

class discussion, written papers and synopses prepared during the lesson period, especial effort being made to strengthen the student's power of analysis and statement, as an aid in the conduct of classes for teachers, and in the preparing of articles dealing with the Arts.

To supervisors and those preparing for supervision, the course offers unusual opportunities to view the work of their special field, and to present the results of their study in concrete and attractive form. It is particularly planned for those who wish to consider in detail the professional aspects of their work.

The number in this course is limited to thirty. The fee is \$15.

61 Domestic Art

Room 5

Mrs. ANNIE L. JESSUP

2 hours a week. Saturday 9.15-11.15

The Department of Industrial Art offering courses in the Summer School and at Washington Square during the collegiate year, has been created to meet the needs of teachers who desire to give instruction in Domestic Art, including Cord and Raffia Construction Work, Weaving, Basketry, Sewing, Drafting, Costume designing and Garment-making.

These classes are intended primarily to fit grade teachers for special work, either in the day or night schools; but the courses are open to any teachers who desire to add this work to their general pedagogical equipment. The instruction will include methods of teaching, as well as technical work. Credit will be given by the Board of Examiners of the New York City Schools for the courses in Domestic Art, and certificates for these courses will be accepted in lieu of one year's professional training in the case of teachers holding License No. 1.

This course includes instruction in cord and raffia work, weaving, chair caning and simple basketry. The technical instruction will be supplemented by lectures on Manual Training and Methods of Teaching. Blackboard illustrations will form a part of each lesson.

62 Domestic Art--Advanced Course

Room 5

Mrs. JESSUP

3 hours a week. Saturday 9.15-12.15

This course includes instruction in machine sewing, drafting, and dressmaking and costume drawing. In connection with the practical work, instruction will be given in textiles, color harmony and domestic economy.

Courses in Pedagogy Given in the University Summer School, 1907

- S1. History of Education, 60 hours, Professor MacDougall.
- S3. Descriptive Psychology, 60 hours, Professor MacDougall.
- S7. Principles and Methods of Teaching, 60 hours, District Superintendent Taylor.
- S8. School and Class Organization and Administration, 60 hours, Associate Superintendent Edson.
- S11. Experimental Psychology, 30 hours, Professor Lough.
- S12. Educational Psychology, 30 hours, Professor Lough.
- S21. Logic, 30 hours, Professor Lough.
- S23. Methods in Geography, 30 hours, Principal McFarlane.
- S27. Methods of Teaching Algebra and Trigonometry in Secondary Schools, 30 hours, Professor Schultze.
- S28. Methods of Teaching Geometry in Secondary Schools, 30 hours, Professor Schultze.
- S29. Methods in High School Physics, 30 hours, Professor Arnold.
- S41. Methods of Teaching and Supervision of the Manual Arts, 30 hours, Dr. Haney.
- S43. Applied Design, 30 hours, Dr. Haney.
- S48. Constructive Work in Elementary Schools, 30 hours, Miss Bingham.
- S49. Object Drawing, 30 hours, Miss Bingham.
- S55. Kindergarten Methods, 60 hours, Mrs. Maria Kraus-Boelté.
- S61. Domestic Art, 60 hours, Miss Logue.
- S62. Domestic Art (Advanced Course), 30 hours, Miss Logue.
- S63. Domestic Art (Dressmaking), 60 hours, Miss Close.
- S64. Costume Designing, 60 hours, Miss Close.
- S65. Basketry, 30 hours, Miss Logue.
- S70a. Personal Hygiene, 15 hours, Dr. Gulick.
- S71a. School Hygiene, 15 hours, Dr. Gulick.
- S72a. Applied Anatomy, 15 hours, Dr. Gulick.
- S73a. Organization and Administration of Playgrounds and Clubs, 15 hours, Dr. Gulick.
- S73b. Practical Work for Playgrounds, 15 hours, Dr. Gulick.
- S74a. High School Gymnastics, 15 hours, Miss Beiderhase.
- S75a. High School Dancing for Girls, 15 hours, Miss Beiderhase.
- S76a. Elementary School Gymnastics, 15 hours, Mr. Chalif.
- S77a. Rhythmical Games and Folk Dances, 15 hours, Miss White.
- S77b. Advanced Course in Folk Dancing, 15 hours, Miss White.

- S79a. Heavy Apparatus Work and Fencing, 30 hours, Mr. Haug.
- S80a. Athletics for Men and Women, 15 hours, Mr. Haug.
- S81a. National Dancing (Junior Course), 15 hours, Mr. Chalif.
- S81b. National Dancing (Senior Course), 15 hours, Mr. Chalif.
- S91a. Methods of Preparing and Conducting Gardens for the Education of Children, 60 hours, Mr. Henry G. Parsons.

The Summer School is held at University Heights, New York City, from July 1 until August 9. For Bulletin giving full information, address James E. Lough, Director, Washington Sq., New York City.

Washington Square Collegiate Division

The Collegiate Division at Washington Square was organized in 1903 to afford to teachers who are graduates of Normal Schools and to others who have completed two or three years of a college course, or who have completed the course at a college not recognized for admission to the Graduate School or the School of Pedagogy, an opportunity to continue courses of liberal study in arts and pure science, to secure the degree of Bachelor of Science and become eligible for matriculation in the School of Pedagogy as candidates for its degrees. Graduates of recognized Normal Schools are admitted to the Junior class upon presentation of diploma, without examination. The courses are given in the University Building at Washington Square in the afternoons and evenings and on Saturday mornings, and are open to both men and women with the qualifications above stated. In addition to the courses offered here, students may elect certain courses in the Summer School, the Graduate School, the School of Pedagogy and the School of Commerce, which will be credited toward the B. S. degree. Full information is given in a special Bulletin, which will be sent upon application to Professor James E. Lough, Secretary.

Exhibit of Text-Books

A permanent exhibit of the most recent text-books on history and geography has been collected, covering all grades, from the elementary school to the college. This exhibit is found in the library of the School of Pedagogy and is open for inspection daily from 9 to 12, and 2 to 4.30, except on Saturdays, when it is open from 9 to 12 only. It is proposed to add text-books on other subjects during the coming year. Professors in higher institutions, and teachers in high schools and elementary schools of New York and elsewhere are invited to inspect this exhibit.

THE WOMEN'S ADVISORY COMMITTEE

In 1890 the Council of the University, recognizing that the enrollment of graduate students included the names of several women as candidates for the Doctorate in Philosophy, and recognizing further that the School of Pedagogy just founded was likely to enroll women students in equal numbers with men, deemed it expedient that the Council should have the co-operation of representative women in the promotion of the University's work for women, and accordingly established the Women's Advisory Committee.

President—MRS. EDWARD C. BODMAN, L.H.M.

Vice-President—MRS. DAVID DOWS, JR.

Secretary—MRS. EUGENE SMITH, L.H.M.

Treasurer—MRS. RICHARD H. LIGGETT

Honorary Members

MRS. HENRY DRAPER, L.H.M.

MRS. WILLIAM F. COCHRAN

MISS HELEN MILLER GOULD, L.H.M.

MISS IDA NORTHROP

MRS. C. A. HERTER

MRS. JOSEPH EASTMAN

Term expiring 1908

MRS. EDWARD C. BODMAN, L.H.M.

MRS. HERBERT S. DARLINGTON

MRS. BRADFORD ELLSWORTH

MISS CAROLINE CRANE

MISS E. MABEL CLARK

Term expiring 1909

MRS. JOHN P. MUNN, L.H.M.

MRS. RUSSELL SAGE, L.H.M.

MISS H. JEAN AITKEN

MRS. HAROLD HUMPHREYS

MRS. LEWIS H. LAPHAM

Term expiring 1910

MRS. EUGENE SMITH, L.H.M.

MRS. RICHARD M. HOE

MRS. GEORGE F. BAKER

MISS EMILY CODDINGTON, PH.D.

MRS. ROSWELL ELDRIDGE

MRS. L. EMMETT HOLT

Term expiring 1907

MISS EMILY O. BUTLER, L.H.M.

MRS. WELCOME G. HITCHCOCK

MRS. DAVID DOWS, JR.

MRS. RICHARD H. LIGGETT

MRS. O. S. LYFORD, JR.

Summary of University Statistics

1906-1907

DIVISIONS	Professors.	Lecturers.	Instructors.	Assistants.	Other Officers.	Total Officers.	Total Students.	Degrees Conferred, 1907.
I. ARTS AND SCIENCE.								
1. College of Arts and Pure Science . .	39	19	16	12	11	97	125	36
2. School of Applied Science							185	25
3. Graduate School. .							240	40
4. Summer School. .							351	
5. School of Pedagogy	10	18	2		2	32	520	22
6. Washington Square Collegiate Div. . .							305	36
7. School of Commerce.							605	32
II. LAW.								
8. University Law School	11	2			1	14	774	147
9. Woman's Law Class.	1		3			4	42	
III. MEDICINE.								
10. University Medical College.	38	16	31	25	64	174	502	68
11. Veterinary College	12	2	1	1		16	36	7
IV. GENERAL								
12. Library					6	6		
Grand Total	111	57	53	38	84	343	3,685	413
Deduct for names counted twice.	3		1			4	184	
Net Total	108	57	52	38	84	339	3,501	413

In the above total "auditors" are not reckoned. Of these a large number are in attendance in the various schools of the University.

Special circulars of the various schools will be sent free upon application to New York University, Washington Square, N. Y. In writing please state which circular is desired. The General Catalogue will be sent upon receipt of twenty-five cents.

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NEW YORK UNIVERSITY

BULLETIN

VOL. XI.

MAY 12, 1911.

No. 11

School of Pedagogy

ANNOUNCEMENTS

FOR THE

TWENTY-SECOND YEAR

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UNIVERSITY BUILDING

WASHINGTON SQUARE EAST, NEW YORK, N. Y.

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Calendar

1911

Sept. 23,	Saturday,	Enrollment, Formal Opening.
Sept. 28,	Thursday,	Lectures Begin.
Oct. 21,	Saturday,	Last Day for Enrollment.
Nov. 7,	Tuesday,	Election Day, Holiday.
Nov. 23-25,	Thurs. to Sat. inclus.,	Thanksgiving Recess.
Dec. 23,	Saturday,	Christmas Recess Begins.

1912

Jan. 2,	Tuesday,	Lectures Resume.
Jan. 27,	Saturday,	First Term Ends.
Feb. 12,	Monday,	Lincoln's Birthday, Holiday.
Feb. 22,	Thursday,	Washington's Birthday, Holiday.
April 1,	Monday,	Theses for the Doctorate due.
April 2,	Tuesday,	Spring Recess Begins.
April 9,	Tuesday,	Lectures Resume.
May 10-24,	Friday to Friday,	Final Examinations.
June 5,	Wednesday,	Commencement.

THE SCHOOL OF PEDAGOGY

Faculty, 1910-1911

ELMER ELLSWORTH BROWN, PH.D., LL.D.,

Chancellor of the University.

JOHN HENRY MACCRACKEN, PH.D.,

Syndic of the University.

THOMAS M. BALLIET, PH.D.,

Dean ; Professor of the Science of Education.

ROBERT MACDOUGALL, PH.D.,

Professor of Descriptive Psychology.

JAMES E. LOUGH, PH.D.,

Secretary ; Professor of Experimental Psychology.

HERMAN HARRELL HORNE, PH.D.,

Professor of the History of Education and of the History of Philosophy.

CHARLES GRAY SHAW, PH.D.,

Professor of Ethics and Assistant Professor of Philosophy.

JOSEPH S. TAYLOR, PH.D.,

Lecturer on School Administration.

MRS. ANNIE L. JESSUP,

Lecturer on Domestic and Industrial Art.

ARTHUR SCHULTZE, PH.D.,

Lecturer on Methods of Teaching Mathematics in Secondary Schools.

THOMAS TAPPER,

Lecturer on Music and Art as Related to Education.

JAMES SULLIVAN, PH.D.,

Lecturer on Methods in History.

JOSEPH EDMUND WOODMAN, S.D.,

Lecturer on Geography.

HENRY H. GODDARD, PH.D.,

Lecturer on Psychology and Education of Defective Children.

RUDOLPH BINDER, PH.D.,

Lecturer on Sociology.

HARRIETTE MELISSA MILLS,

Lecturer on Kindergarten Education.

- OSWALD SCHLOCKOW, PD.D.,
Lecturer on Pupil Self Government.
- PAUL R. RADOSAVLJEVICH, PH.D., PD.D.,
Instructor in Experimental Pedagogy.
- FREDERICK MONTESER, PD.D., PH.D.,
Lecturer on Foreign School System.
- CARL A. KRAUSE, PH.D.,
Lecturer on Methods in Modern Foreign Languages.
- ALBERT W. GARRITT,
Instructor in Manual Arts.
- MISS JANE CLOSE,
Instructor in Domestic Art.
- MRS. FRANCES H. CONSALUS,
Instructor in Domestic Art.
-
- FRANK A. FALL, M.A.,
Bursar of the University.
- GEORGE CLARE SPRAGUE, PH.D.,
Registrar of the University.
-
- FRANCES M. WOODWARD,
Librarian of the School of Pedagogy.
-

For information regarding the School of Pedagogy address Dean Thomas M. Balliet, New York University, Washington Square, New York City. The Dean's office hours are Thursday, 4-4.30 P.M., and Saturday, 11.30-12 A.M., beginning September 23d.

The office of the Secretary is open during the University year Monday-Friday, 10 A.M.-5 P.M., and Saturday, 9 A.M.-1.30 P.M. The Secretary's office hours are Wednesday 2-4 P.M., and Saturday 11 A.M. The Secretary may be found during the Summer School, July 5-August 15, at the Director's Office, University Heights, daily at 11.30 A.M.

Circulars and information may be obtained also by mail or in person, from the University Registrar, GEORGE C. SPRAGUE, PH.D., at the University Building, Washington Square, East. The General Offices are on the tenth floor of the University Building, and are open after September 11, from 10 A.M. to 5 P.M.; on Saturdays in September 10-12 M.

GENERAL STATEMENT

The School of Pedagogy as a professional school of equal rank with the other professional schools of the University was established by vote of the University Council on March 3, 1890. Previous to that date lecture courses on Pedagogy had been given for four successive years, and the School is in part the outgrowth of these courses. It was the first professional school of university grade for the study of education, in distinction from Lectureships and Professorships of education, established in this country. In 1903 the School was placed on a graduate basis and only graduates of approved colleges are matriculated as candidates for its degrees. Other students are admitted as explained below. The School is co-educational.

Aim

The aim of the School is to furnish the best possible facilities for the advanced study of the science of education and the art of teaching. It seeks especially to meet the needs of students of superior academic training and of teachers of experience who are prepared to study educational problems in their more scientific aspects and their broader relations. To this end courses of lectures are given on descriptive, experimental and educational psychology; on the history of philosophy and on the history of education; on logic, ethics and sociology in their bearing on education; on the physiological and medical aspects of educational problems; on school administration, and on the general principles of method and their detailed application to the art of teaching. These various courses, numbering forty-eight in all, find their unity in their common bearing on educational problems and constitute a well-organized curriculum for the higher professional training of teachers. The School offers exceptional facilities for advanced study to students who wish to prepare themselves for the position of superintendent, supervisor or principal in public schools, teacher of psychology and method in normal schools, or that of professor of pedagogy in colleges.

The School is closely affiliated with the Graduate School and the School of Commerce of the University, and students who wish to specialize in Secondary School work may take advanced courses in their specialty in these Schools with their pedagogical studies in the School of Pedagogy.

Degrees

In the case of students who have had full collegiate training before entering the School, the University confers the degrees of Master of Pedagogy and of Doctor of Pedagogy upon the satisfactory completion of the required work. Students matriculated in the Graduate School are permitted to take certain courses in education in the School of Pedagogy as a major or minor subject for the degree of Master of Arts or for that of Doctor of Philosophy.

Location and Facilities for Instruction

The School of Pedagogy now occupies the ninth floor of the University Building on the corner of Washington Square (East) and Waverly Place. The entrance to the elevators is on Waverly Place. The building is easily reached by various car lines of the city. The surface line from the Christopher Street Ferry to Brooklyn passes at University Place within one square of the building; the Broadway line at Waverly Place, the Bleecker Street and Eighth Street stations on the Sixth Avenue Elevated, the Ninth Street station on the Third Avenue Elevated, the Astor Place station of the Subway, and the Hudson Tunnel station at Ninth Street, are all within a few minutes' walk of the School.

Twenty-one rooms are provided for the offices, the library and reading-room, lecture and assembly rooms, the psychological laboratories, etc. By means of a generous gift made for the purpose by a friend of the University, a room, overlooking Washington Square, has been beautifully decorated and furnished, and is set apart as a social room for the use of the students.

The greatest care has been taken in securing the best light and ventilation for the rooms occupied by the School. The outlook from the windows commands a view of a large part of the metropolis, the Hudson, and the neighboring cities of New Jersey.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are constantly being added.

The Public Library of the City of New York, located at Fifth Avenue and Forty-second Street, which contains the collections formerly at the Lenox and Astor branches, is within a fifteen minutes trolley ride from the University Building. The Library of the Academy of Medicine, 17 West Forty-third Street, contains among its large collection many valuable books necessary in pedagogical study and research, not to be found in any other library of the city. These great libraries are open free to students of the School.

Conditions of Admission and Matriculation

In June, 1903, by vote of the Faculty, graduation from a recognized college of Arts and Science, or its equivalent, was made a condition of matriculation for either the degree of Master of Pedagogy or that of Doctor of Pedagogy. Students not candidates for either degree are admitted on a lower standard. More specifically stated, these requirements are as follows :

(a) Graduates of recognized Colleges of Arts and Science may matriculate as candidates for degrees, without examination, on presentation of their college diploma.

(b) All teachers of experience and all graduates of state or city normal schools are admitted, without examination, but are not matriculated as candidates for a degree. Such students, if their attendance is regular and they pass successfully the required examinations, receive a certificate for the courses completed. Upon presentation of these certificates the Board of Education of New York City will give credit for the courses named in them under certain conditions specified by the Board.

(c) Students,* whether college graduates or not, who do not wish to attend regularly or receive credit for their work, are admitted as special students and are not required to pass examinations.

Students who wish to be candidates for degrees, or who desire credit for the courses which they take, must enroll not later than October 21 for the work of the first term.

Persons whose academic training does not extend beyond that of the public high school or academy, and who have had neither professional training nor experience in teaching, are not admitted.

(d) Graduates of approved State Normal Schools (of equal rank with those of Class 1 of the Board of Regents), and persons who have completed the work of the Freshman and Sophomore years in a recognized college, may enter the Washington Square Collegiate Division,† complete the last two years of the college course, receive their degree, and then matriculate in the School of Pedagogy and become candidates for its degrees.

* Some of the most advanced students of the School of Pedagogy belong to this class. They hold prominent positions as principals or superintendents and attend lectures irregularly or when their professional duties permit.

† A special circular describing the courses in the Collegiate Division may be obtained by addressing the Secretary, Professor James E. Lough, New York University, Washington Square, New York.

Directions for Registration

Applicants for matriculation are requested to make formal application and submit their credentials to the Secretary of the Faculty, if possible, before the formal opening of the School, which will be on Saturday, September 23, at 10.30 A.M.

Enrollment cards may be secured either at the Secretary's or at the Bursar's office. They must be filled out in duplicate, filed with the Bursar and the enrollment fee paid before the student enters a class. In case an application for matriculation is rejected or the election of courses disapproved by the Dean, the enrollment fee will be refunded. Any change in the courses elected must have the approval of the Dean and can be made only upon a written request.

The offices of the School will be open for the reception of applications and credentials on and after September 18, from 10 A.M. to 5 P.M.

Members of the Faculty will be at the School daily on and after September 21 for consultation in regard to the election of courses.

The Fall term begins September 23. Saturday, October 21, is the last day for registration for students who wish to receive credit for first term courses. Special students not desiring credit are admitted at any time. There will be an examination in all classes in January, and students will be required to attend at least eighty per cent. of class exercises or lectures of the entire course in order to receive credit for the course. It will therefore be greatly to their advantage to register early.

Requirements for the Master's Degree

Fourteen hours of class-room work per week for the University year is the minimum requirement for the degree of Master of Pedagogy (Pd.M.). These hours must include Courses 116, 201, 206, 301, together with six additional hours to be elected with the approval of the Dean, at least two of which must be in Advanced Courses.

In addition to the successful completion of these courses, the student must present a certificate showing two years' successful experience in teaching. A high degree of scholarship is required in all courses taken.

Candidates for this degree must file written application not later than May 1, preceding the commencement at which the conferring of the degree is sought.

Requirements for the Doctor's Degree

In addition to the Master's Degree eleven hours of class-room work per week for the University year is required for the degree of Doctor of Pedagogy (Pd.D.). These hours must include two hours in Special Method in Group IV, and at least six hours of Advanced Courses,

distributed as follows : in Group I, two hours ; Group II, two hours, and in Group III, two hours. The remaining three hours are elective. (See p. 15.)

In addition to the successful completion of these courses, the student must present a certificate showing three years' successful experience in teaching. A high degree of scholarship is required in all courses taken.

Candidates for this degree are also required to attend such seminars as the Faculty may appoint.

These degrees, held by college graduates, are recognized by the New York Board of Education as equivalent to the corresponding degrees of Master of Arts and Doctor of Philosophy, held by college graduates.

Thesis for the Doctorate

For the degree of Doctor of Pedagogy, a Thesis, to be known as the 'Thesis for the Doctorate in Pedagogy,' must be delivered to the Secretary of the Faculty *not later than the first Monday in April* preceding the Commencement at which the conferring of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval before the third Saturday of October of the same academic year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern which may be seen in the library of the School.

Final Examination for Doctor's Degree

Candidates for the doctorate must successfully pass an oral examination before the Faculty of the School. Candidates shall be eligible for this examination only after the acceptance of the required thesis. The examination shall occupy not less than one hour's time and shall be concerned with the following topics: (a) the subject matter of the thesis presented by the candidate; (b) the general history of the period with which the thesis is concerned (if the latter be historical in character); (c) the history, principles and philosophy of education; (d) psychological theory.

Courses in the Graduate School and Graduate School Degrees

The School of Pedagogy is closely affiliated with the School of Commerce and with the Graduate School of the University, and students of the School of Pedagogy who wish to fit themselves for positions in secondary schools or colleges may, in connection with their

pedagogical work, pursue advanced academic courses in their specialties in these Schools. A limited number of such courses may be substituted, by special permission of the Faculty of the School of Pedagogy, for professional courses in that school. Matriculated students of the School of Pedagogy may pursue such courses in the Graduate School upon payment of the usual tuition fees of that school, without matriculating in the Graduate School. Students who wish to enroll themselves as candidates for the degrees of Master of Arts and Doctor of Philosophy, with Education as their major subject, as well as for the degree of Master and Doctor of Pedagogy, must at the time they become candidates for these degrees apply for matriculation in the Graduate School, as well as in the School of Pedagogy. Certain courses in Education included in the curricula of both schools, will be accepted for credit toward the degrees of both. These courses are: P166, P171, P176, P206, P211, P216, P221, P251, P256, P257, P258, P266, P271, P301, P306, P351, P406, P421.

Courses in Summer School, 1911

The following courses in Pedagogy given in the New York University Summer School of 1911 will be accepted for credit in the School of Pedagogy.

History of Education, 60 hours, Professor Horne. Seminar in History of Education, 30 hours, Professor Horne. Introductory Psychology, 30 hours, Professor Lough. Educational Psychology, 30 hours, Professor Lough. Principles of Education, 60 hours, Superintendent Taylor. Laboratory Psychology, 60 hours, Professor Lough and Dr. Radosavljevich. Experimental Psychology, 30 hours, Professor Lough and Dr. Radosavljevich. Experimental Pedagogy, 60 hours, Dr. Radosavljevich. Methods of Teaching High School Physics, 60 hours, Professor Hering and Mr. Stevens. Methods of Teaching Modern Languages, 30 hours, Dr. Monteser. Methods of Model Teaching, 30 hours, Dr. Edmund. Methods in English for Elementary Schools, 30 hours, Dr. Edmund. Vocal and Literary Interpretation of Shakespeare, 30 hours, Dr. Edmund. Reading and Dramatic Interpretation, 30 hours, Dr. Edmund. Program-making and Method in Kindergarten, 30 hours, Miss Mills. Kindergarten Technique, 30 hours, Miss Mills. Kindergarten Songs, Rhythms and Games, 30 hours, Miss Merriman and Miss Mills. Stories and Story Telling, 30 hours, Miss Lindsay. Content and Meaning of Froebel's Mother Play, 30 hours, Miss Mills. Seminar in Kindergarten Education, 30 hours, Dr. Merrill. Children's Books and Reading, 30 hours, Mr. Moses. Public Health, 30 hours, Dr. Hoag. School Hygiene, 30 hours, Dr. Hoag. Principles of the

Supervision of Manual Arts, 30 hours, Dr. Haney. Principles of Design, 30 hours, Dr. Haney. Practice of Design, 30 hours, Dr. Haney. Elementary Shop Work, 60 hours, Mr. Garritt. Advanced Shop Work, 60 hours, Mr. Garritt. Special Method and Organization of Shop Work, 60 hours, Mr. Garritt. Domestic Art, 60 hours, Mrs. Consalus. Domestic Art (Hand Sewing), 30 hours, Mrs. Consalus. Domestic Art (Dressmaking), 60 hours, Miss Close. Costume Designing, 30 hours, Miss Close. Basketry, 30 hours, Mrs. Consalus. Domestic Science (First Year Courses), 60 hours, Miss Gearing. Domestic Science (Second Year Courses), 60 hours, Miss Christian and Miss Gearing.

Attendance

No student who has not attended eighty per cent. of the lectures of an entire course can receive credit for such course except by special vote of the Faculty.

Credits

The unit of credit in the case of lecture courses and seminars is thirty hours of class-room work. In case of practice courses, one hour of credit is given for three hours of work; except in physical training, where one hour of credit is allowed for two hours of practice work, and no credit is given unless such practice work is taken in connection with the lecture course to which it relates.

Fees

An enrollment fee of \$5 is payable upon the filing of an enrollment card for the first time in the School of Pedagogy. This fee is paid but once during the student's connection with the school.

The regular fee for instruction in each course of two hours a week is \$15 for the year, and in each course of one hour a week \$10 for the year, payable before the first day of December.

If a student is absent or fails in an examination he may take the examination with the succeeding class a year later without charge. Special examinations may be granted for satisfactory reasons at the discretion of the instructor, in which case a fee of \$2 is charged and is paid into the library fund at the Bursar's Office.

A special fee of \$1 will be charged in case of all students who register for the work of the first term after October 21.

The graduation and diploma fee for each degree is \$10.

No student is permitted to take the final examination whose fees have not all been paid. All fees are to be paid to the Bursar of the University, and no registration is complete until the payment of the required fee is made.

Living Expenses

Students can obtain good board, including room, for \$7 and upward per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Secretary.

Fellowships and Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500, founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE EDWARD R. SHAW SCHOLARSHIP of \$2,000, founded by the students and alumni of the School of Pedagogy and members of the Women's Advisory Committee, in memory of Dr. Shaw, late Dean of the School, for the benefit of teachers of the metropolitan district.

P. S. 104 SCHOLARSHIP of \$1,000, given by Miss Rose N. Yager. The scholarship provides tuition for one student each year, appointed by the Secretary with the approval of the Principal of Public School No. 104, New York City. Only teachers of the above-named school are eligible.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$180 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year.

Candidates for Endowed Fellowships and Scholarships, except the Shaw Scholarship and the Public School No. 104 Scholarship, will note the following conditions:

The applicant must state his age, and submit his scholastic and professional record in full, showing what branches of study he has pursued and with what success, what degrees he has won, what positions he has filled and with what success, together with testimonials of character and of ability to profit by advanced university study of pedagogy.

The applicant must be of sound health and free from any physical infirmity.

The applicant must state whether it is his intention to pursue studies at the University School of Pedagogy for one or for two years. Applicants entering for the entire course of resident study for two years will receive preference over applicants who wish to enter for one year.

The holder of an endowed scholarship is not permitted to take other courses than those prescribed in the School of Pedagogy, or to engage in any remunerative work except by written permission of the Dean.

Holders of scholarships must reside in New York City or vicinity during the academic year. They must maintain a high standard of scholarship. They may each be called upon by the Faculty to spend not over one hour daily, outside of their class hours, in assisting the Librarian or a professor.

The violation of any of these conditions immediately vacates the scholarship.

One-third of the annual value of the scholarship is paid on the 15th day of December, one-third on the 15th day of March, and the remaining third on the 5th day of June.

Holders of scholarships or fellowships are not exempt from the payment of an enrollment fee of \$5.

Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Dean of the School not later than September 1. The assignment is usually made much earlier.

The Pi Alpha Society

This is a students' society and has for its object to cultivate a broader social life and a closer unity among students and graduates. The active membership consists of the students and the graduates of the School of Pedagogy ; students of the Graduate School and of the Washington Square Collegiate Division may become associate members.

Employment for Teachers

The Registrar of the University will communicate with Boards of Trustees and Superintendents of schools who may be seeking teachers well equipped in Pedagogy as principals or superintendents of public schools, or as teachers in colleges, normal schools, training schools, etc. Students seeking such positions are invited to furnish data in regard to their academic and professional training and experience to the Registrar. A number of teachers are placed in good positions every year. The demand for teachers has been greater than the supply.

OUTLINE OF INSTRUCTION

All the courses of the School are arranged in six main groups, each group having two Divisions, designated respectively as "General" and "Advanced." Each course is so numbered as to indicate both the Group and the Division to which it belongs, the *hundreds* indicating the Group and the *fifties* the Division.

The General courses are open to all students of the school; the Advanced courses only to graduates of approved colleges and to such other well prepared students as may be admitted by unanimous vote of the Faculty.

Group I. Foundation Courses

General

- D101. Geography. 30 hours. Professor Woodman. Page 20.
- 106. The Physical Nature of the Child. 30 hours. Professor MacDougall. Page 20.
- D111. Outlines of Psychology. 60 hours. Professor Lough. Page 21.
- 116. Descriptive Psychology. 60 hours. Professor MacDougall. Page 21.
- 121. Genetic Psychology. 30 hours. Professor MacDougall. Page 21.
- 126. Laboratory Psychology. 60 hours. Professor Lough. Page 22.
- 131. Art as Related to Education. 30 hours. Mr. Tapper. Page 22.
- 136. Ethics. 60 hours. Professor Shaw. Page 23.
- 138. Logic. 30 hours. Professor Horne. Page 23.
- D142. Principles of Sociology. 60 hours. Dr. Binder. Page 23.
- D146. Introduction to Philosophy. 60 hours. Professor MacDougall. Page 24.

Advanced

- 151. Experimental Psychology. 60 hours. Professor Lough. Page 25.
- 156. History of Ancient and Mediæval Philosophy. 60 hours. Professor Shaw. Page 25.
- 161. History of Modern Philosophy. 30 hours. Professor MacDougall. Page 25.

- 166. Anthropological Study of School Children. 60 hours. Dr. Radosavljevich. Page 25.
- 171. Child Study. 30 hours. Dr. Radosavljevich. Page 25.
- 176. Teacher's Philosophy of Life. 30 hours. Professor Horne. Page 26.

Group II. Science of Education

General

- 201. Educational Psychology. 60 hours. Professor Lough. Page 27.
- 206. Principles of Education. 60 hours. Dean Balliet. Page 27.
- 211. General Method. 30 hours. Dean Balliet. Page 27.
- 216. Moral Education. 30 hours. Professor Horne. Page 28.
- 221. Religious Education. 30 hours. Professor Horne. Page 28.

Advanced

- 251. Introduction to Primary Method. 30 hours. Professor MacDougall. Page 28.
- 252. Seminar in General Method. 30 hours. Dean Balliet. Page 29.
- 256. Experimental Pedagogy. 60 hours. Dr. Radosavljevich. Page 29.
- 257. Seminar in Experimental Pedagogy. 60 hours. Dr. Radosavljevich. Page 30.
- 258. Seminar in Experimental Didactics. 60 hours. Dr. Radosavljevich. Page 31.
- 266. Research in Educational Problems. 30 hours. Professor Lough. Page 31.
- 271. Seminar in Education. 30 hours. Dean Balliet. Page 31.

Group III. History of Education

General

- 301. History of Education. 60 hours. Professor Horne. Page 32.
- 306a. Educational Classics. Greek and Roman. 30 hours. Professor Horne. Page 33.
- 306b. Educational Classics. Modern. 30 hours. Professor Horne. Page 33.
- 311. History of Music. 30 hours. Mr. Tapper. Page 33.

Advanced

- 351. Seminar in the History of Education. 60 hours. Professor Horne. Page 33.

Group IV. Special Methods

General

- 401. Special Methods in Arithmetic, Geography and Reading. 30 hours. Dean Balliet. Page 34.
- 406. Methods of Teaching Algebra and Trigonometry in Secondary Schools. 30 hours. Professor Schultze. Page 35.
- 411. Methods of Teaching Geometry in Secondary Schools. 30 hours. Professor Schultze. Page 35.
- 416. Special Methods in English. 30 hours. Page 36.
- 421. Special Methods in History. 30 hours. Dr. Sullivan. Page 37.
- 426. Methods of Teaching Modern Foreign Languages. 30 hours. Dr. Krause. Page 37.
- 431. Observation. 60 hours. Professor Lough. Page 38.

Group V. Organization and Administration

General

- 501. School Administration and Supervision. 30 hours. Dr. Taylor. Page 38.
- 502. Pupil Self-Government as a Training for Citizenship. 30 hours. Dr. Schlockow. Page 39.
- 518. Foreign School Systems. 30 hours. Dr. Monteser. Page 39.
- 519. Industrial Education. 30 hours. ——— Page 40.

Group VI. Special Types of Education

General

- 601. Education of Backward Children. 30 hours. Dr. Goddard. Page 40.
- 602. Bench Work for Teachers of Defective Children. 15 hours. Mr. Garritt. Page 41.
- 605. Principles of Kindergarten Education. 30 hours. Miss Mills. Page 42.
- 606. Constructive Music. 30 hours. Mr. Tapper. Page 42.
- 607. Elementary Harmony. 30 hours. Mr. Tapper. Page 43.
- 616. Domestic Art. Dressmaking. 90 hours. Miss Close and Mrs. Consalus. Page 43.
- 621. Domestic Art. Methods and Textiles. 30 hours. Mrs. Consalus. Page 43.

Schedule of Lectures, 1911-1912

10-12	3.45-4.45	4.45-5.45
MONDAY—	116. Descriptive Psychology, (4) <i>Dr. MacDougall</i> ‡221. Religious Education, (7) <i>Dr. Horne</i> ‡166. Anthropological Study of School Children, (2) <i>Dr. Radosavljevic</i>	116. Descriptive Psychology, (4) <i>Dr. MacDougall</i> ‡166. Anthropological Study of School Children, (2) <i>Dr. Radosavljevic</i>
TUESDAY— ‡257. Seminar in Experimental Pedagogy, (2) <i>Dr. Radosavljevic</i>	‡351. Seminar in History of Education, (7) <i>Dr. Horne</i> D101. Geography, (2) <i>Dr. Woodman</i>	‡351. Seminar in History of Education, (7) <i>Dr. Horne</i> D101. Geography, (2) <i>Dr. Woodman</i> 605. Principles of Kindergarten Education, (9) <i>Miss Mills</i>
WEDNESDAY— 431. Observation, (9) <i>Dr. Lough</i>	126. Laboratory Psychology, (9) <i>Dr. Lough</i> 518. Foreign School System, (4) <i>Dr. Monteser</i>	126. Laboratory Psychology (9) <i>Dr. Lough</i> ‡252. Seminar in General Method, (7) <i>Dean Balliet</i> 602. Bench Work <i>Mr. Garritt</i>
THURSDAY— ‡271. Seminar in Education, (1) <i>Dean Balliet</i>	‡251. Introduction to Primary Method, (4) <i>Dr. MacDougall</i> ‡421. Method of Teaching History, (7) <i>Dr. Sullivan</i>	121. Genetic Psychology, (4) <i>Dr. MacDougall</i> ‡211. General Method, (7) <i>Dean Balliet</i>
FRIDAY—	‡306. Educational Classics, (7) <i>Dr. Horne</i> D142. Principles of Sociology, (11) <i>Dr. Binder</i> 426. Methods in Foreign Languages, (4) <i>Dr. Krause</i> 502. Pupil Self-Government, (2) <i>Dr. Schlocken</i>	‡176. Philosophy of Life, (7) <i>Dr. Horne</i> D142. Principles of Sociology, (11) <i>Dr. Binder</i> 501. School Administration, (4) <i>Dr. Taylor</i>

Numbers in Parentheses indicate Class Room. Where no letter precedes the number the class room is on the IXth floor. C preceding the number indicates that the room is on the VIIIth floor. G indicates that it is on the Xth floor. Courses marked (‡) are credited also in Graduate School.

Schedule of Lectures—(Continued.)

SATURDAY

9.15-10.15	10.15-11.15	11.15-12.15
‡206. Principles of Education, (10) <i>Dean Balliet</i> ‡258. Experimental Didactics, (2) <i>Dr. Radosavljevič</i> 136. Ethics, (1) <i>Dr. Shaw</i> 616. Domestic Art (Dressmaking), (5) <i>Dr. Shaw</i> 606. Constructive Music, (9) <i>Miss Close and Mrs. Consalus</i> 101. History of Modern Philosophy (4) <i>Dr. MacDougall</i>	‡206. Principles of Education, (10) <i>Dean Balliet</i> ‡258. Experimental Didactics (2) <i>Dr. Radosavljevič</i> 136. Ethics, (1) <i>Dr. Shaw</i> 138. Logic, (7) <i>Dr. Horne</i> ‡206. Research, (9) <i>Dr. Lough</i> 616. Domestic Art (Dressmaking), (5) <i>Miss Close and Mrs. Consalus</i> 106. Physical Nature of the Child, (4) <i>Dr. MacDougall</i>	‡301. History of Education, (10) <i>Dr. Horne</i> 201. Educational Psychology, (9) <i>Dr. Lough</i> ‡256. Experimental Pedagogy, (2) <i>Dr. Radosavljevič</i> 156. History of Ancient Philosophy, (1) <i>Dr. Shaw</i> 601. Education of Backward Children, (C3) <i>Dr. Goddard</i> 616. Domestic Art, (3) <i>Miss Close and Mrs. Consalus</i>
12.15-1.15	2.15-3.15	3.15-4.15
‡401. Special Method in Arithmetic, Geography and Reading, <i>Dean Balliet</i> . ‡301. History of Education, (10) <i>Dr. Horne</i> 201. Educational Psychology, (9) <i>Dr. Lough</i> ‡256. Experimental Pedagogy, (2) <i>Dr. Radosavljevič</i> 156. History of Ancient Philosophy, (1) <i>Dr. Shaw</i> 601. Education of Backward Children, (C3) <i>Dr. Goddard</i> 621. Domestic Art, (5) <i>Mrs. Consalus</i>	D146. Introduction to Philosophy, (4) <i>Dr. MacDougall</i> D111. Outlines of Psychology, (9) <i>Dr. Lough</i> ‡172. Child Study, (2) <i>Dr. Radosavljevič</i>	D146. Introduction to Philosophy, (4) <i>Dr. MacDougall</i> D111. Outlines of Psychology, (9) <i>Dr. Lough</i>

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 Courses marked (‡) are credited also in Graduate School.

DESCRIPTION OF COURSES

D101. Geography

Room 2

PROFESSOR WOODMAN

2 hours a week. Second Term. Tuesday, 4-6

The course comprises a scientific discussion of those phases of advanced physical, commercial and political geography, a knowledge of which will aid teachers in elementary schools in presenting with greater clearness those elements of the subject which children below the high school can comprehend.

The general nature of the course is indicated by the following topics which, among others, will be specifically discussed.

How rivers make their valleys ; how mountains waste away ; the formation of "peneplains" and the meaning of "cycles of erosion" ; Niagara Falls and its history ; rock caves and their origins ; natural bridges ; how canyons are formed—Grand Canyon, Yosemite Valley ; lakes—their history and their place in commerce ; fjords and other harbors—history and characteristics of coast lines ; the ice age and its effects upon man and his neighbors.

Heating and cooling the air ; winds ; formation of rain and snow ; causes determining our daily weather ; teaching children to use weather maps ; how weather is predicted ; climate and its bearing upon human activity.

The ocean—its extent, depth, bottom pressure, life at various depths ; effect of the ocean and its currents upon climates ; tides and their work ; the continental shelf—its life, its relation to the history of the lands.

Relations between physical geography and commerce ; what determines commercial centers and trade routes ; factors in the greatness of New York, Boston, Philadelphia, Chicago, Minneapolis, Denver, New Orleans, San Francisco and other cities ; inland water routes—their development and their uses ; rail transportation.

The relations between physical geography and history, especially in North America.

The course will close with a study of the physical geography and geology of New York City and vicinity.

Methods of work and devices will be suggested as opportunity arises.

106. The Physical Nature of the Child

Room 4

PROFESSOR MACDOUGALL

1 hour a week. Saturday, 10.15-11.15

In this course the general phenomena of physical development will be considered in their relation to education and the care of the child.

Beginning with a sketch of the bodily organism, the processes of nutrition and adaptive movement, the functions of the nervous system and its development in the individual, and the physiology of growth will be taken up in succession. Special attention will be given to the nature and manifestations of fatigue, the effects of physical training, and the relation of nutritional conditions to bodily and mental health. The pathology of development, including mal-nutrition, sensory defects and nervous disease, will be discussed in so far as it forms a practical problem in the school.

DIII. Outlines of Psychology

Room 9

PROFESSOR LOUGH

2 hours a week. Saturday, 2.15-4.15

An introduction to the systematic study of Psychology. The course will begin with a description of the nervous system, its structural and functional organization, and its significance as a physical basis for a study of mental phenomena. This will be followed by a careful study of the more important facts of normal mental life—attention, perception, memory, reasoning, emotion, volition, etc. Simple psychological experiments will be performed by the class during the year.

116. Descriptive Psychology

Room 4

PROFESSOR MACDOUGALL

2 hours a week. Monday, 3.45-5.45

The aim of this course is to make the student acquainted with the processes of the normal human mind, and to train him in the methods of psychological observation and study. The work of the course will consist of lectures, prescribed reading and the preparation of themes. The course of lectures will be based upon the systematic study of a text-book of psychology. The written exercises will consist of the report of introspective studies intended to introduce the student to the concrete problems with which the psychologist has to do.

121. Genetic Psychology

Room 4

PROFESSOR MACDOUGALL

1 hour a week. Thursday, 4.45-5.45

This course forms an introduction to the study of development in the child and the race. I. The general phenomena of adaptation in the human individual. Habit formation and the system of ideas. II. The mental development of the individual. Preorganized tendencies; impulsive movements; imitation, spontaneous and voluntary; increase in variety of function and capacity for resistance. Infant

activities, the child mind, adolescence, the normal mind in maturity. III. The derivation of mental characters. Factors of heredity and training. Physical inheritance, recapitulation and variation. Evolution of the mechanisms of sensation and movement. Mental inheritance, range of factors and methods of study; mental stability and variation; extension of function and habit forming.

The course of study will consist of lectures, prescribed reading and the presentation and discussion of reports upon assigned topics.

126. Laboratory Psychology

Room 9

PROFESSOR LOUGH

2 hours a week. Wednesday, 3.45-5.45

The object of this course is twofold: to demonstrate the fundamental facts and principles of psychology by means of simple experiments, and to give a knowledge of the methods and results of experimental psychology and thus to prepare the student to undertake the independent investigation of special problems. The course will include a study of sensations, after images, attention, memory, habit, perception, motor response, fatigue, etc. During the latter part of the course an opportunity is afforded to take up the experimental investigation of a limited number of special problems connected with educational psychology.

The course is open only to those who have taken, or are taking, course 116, or its equivalent.

131. Art as Related to Education

MR. THOMAS TAPPER

1 hour a week. (Not given 1911-1912.)

The object of this course is to present Art and the higher forms of literature as verities of human expression. The place of art, including music and literature, in the educational equipment of the child from its first days of conscious home life, and during its school life, is emphasized. In a practical manner it is pointed out how in the home and the school the child's taste for these subjects may be cultivated and how they may be placed before him in a manner at once to interest and to attract him.

Some attention will be devoted to various types of speech-forms as means of self-expression, the unity of their message examined and the diversity of their forms analyzed. Study of general art-principles as presented by certain writers (Ruskin, Emerson and others) will be required through assigned reading. The analytical work of the course is based on selected poems, English essays, and pictures (reproductions of paintings).

While some assigned reading is necessary the course aims particularly to present its essential principles in such manner that the student will be enabled to record them from the lectures themselves.

The following are some of the topics treated in this course :

The Psychology of Self-Expression ; Some Forms of Self-Expression ; Self-Expression and the Concurrent Civilization ; Speech-forms Employed in Creative Work ; Conditions which Give to a Speech-form Artistic Possibilities ; Historic Development of Speech-forms in Art ; Types of Expression in the Various Speech-forms ; Unity of Message and Diversity of Expression (Form of) ; Non-essential Forms of Expression ; Form as Influenced by Ecclesiasticism ; the Imagery of Poetry and Its Influence on Music ; the Motive and its Sequence in Music and in Architecture ; Tripartite Forms in Literature and the Arts ; the Expansion of the Tripartite Forms in Poetry, Music, Architecture.

136. Ethics

Room 1

PROFESSOR SHAW

2 hours a week. Saturday, 9.15-11.15

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight. The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

One hour of the course may be taken separately.

138. Elementary Logic

Room 7

PROFESSOR HORNE

1 hour a week. Saturday, 10.15-11.15

An elementary course. A study of the outlines of inductive, deductive, and organic thinking, with especial reference to the methods of discovery and proof, to probability and certainty, to fallacies, and to the unity of thought. The underlying aim of the course is to make logic of practical value to teachers and other students. The work will be based on a text (Creighton, *Introductory Logic*), readings, and class reports.

DI42. Principles of Sociology

Room 11

DR. BINDER

2 hours a week. Fridays, 3.45-5.45

The province of sociology ; the elements, structure, forces and control of society ; the laws and causes of progress.

D146. Introduction to Philosophy

Room 4

PROFESSOR MACDOUGALL

2 hours a week. Saturday, 2.15-4.15

This course is designed to serve as a general introduction to philosophical study. It seeks to develop critical reflection in regard to problems which are certain to arise in the mind, and to suggest their possible solutions. The discussions will be freed as much as possible from technicalities, and no preliminary training in philosophical study will be necessary.

151. Experimental Psychology

Room 9

PROFESSOR LOUGH

2 hours a week

This course is intended to give extended practice in the technique of Experimental Psychology. The membership of the class will be limited. The topics to be studied will be determined after consultation. Each student will be assigned a special topic for experimental investigation, and the results of all such investigations will be discussed by the entire class. (Advanced Course.)

156. History of Ancient and Mediæval Philosophy

Room 1

PROFESSOR SHAW

2 hours a week. Saturday, 11.15-1.15

This course consists of two parts: the first is devoted to a study of antique thought in its development; the second is made up of readings from Plato and Aristotle. The aim of the work is to analyze the plastic ideals of the Greeks, and to compare them with modern speculative methods.

One hour of the course may be taken separately. (Advanced Course.)

161. History of Modern Philosophy

Room 4

PROFESSOR MACDOUGALL

1 hour a week. Saturday, 9.15-10.15

A review of the development of modern philosophical thought, from its beginning in the sixteenth century to the present time. In addition to a study of the systems of classical writers, the character of successive movements will be considered, both as philosophical currents and in their bearing upon general social phenomena. Especial attention will be given to those writers who have close technical relations to the history of education. Systematic reading will be required in connection with the course.

166. Anthropological Study of School Children

Room 2

DR. RADOSAVLJEVICH

2 hours a week. Monday, 3.45-5.45

This course will deal primarily with the measurements of school children, including some biological interpretations of the child's growth and development. It will cover the following fields :

A. *History*.—Anthropometric measurements in America, Germany, France, England and Russia, with special reference to the methods and ideals of the Martin-Meumann school. School anthropology in relation to physical anthropology, biology, sociology, and education. Postulates of modern school anthropology.

B. *System*.—Which will include (1) Growth in height and weight (measurements of the height and weight of the body); the weight index; (2) Growth of parts and organs during school age ; (3) School cephalometry (the main head measurements ; cephalic indices and formulæ); (4) School dynamometry (measurements of physical energy of school children ; measurements of lung capacity or vitality ; indices of vitality and physical capacities); (5) sense tests in school room ; (6) school colorimetry ; (7) other anthropometric measurements ; (8) school dactyloscopy and school criminology.

The course will conclude with the statistical-experimental study of the inheritance of acquired physical and mental traits, with special reference to Galton's and De Candolle's investigations. The course will consist of lectures, practical instructions in anthropometric measurements, essays and discussions. (Advanced Course.)

171. Child Study

Room 2

DR. RADOSAVLJEVICH

1 hour a week. Saturday, 2.15-3.15

This course will supplement the courses in Experimental Pedagogy and School Anthropometry and will consist of three parts :

I. *Introductory*.—What is meant by Child Study? Its relation to experimental pedagogy, pedagogical anthropology, and the science of education. Value of child-study for educators in general, and teachers in kindergartens and elementary schools in particular. Postulates of modern child study.

II. *History of Child Study*—in Europe and America, with special reference to the original contributors to the study of children below school age.

The past and present of paidological journalism ; child-study congresses and institutions ; literature of child study ; methods in study-

ing children below school age. Old and new classifications of child study. Difference between child study and experimental pedagogy. Present scientific tendencies in child study; the Hall School in America and the Meumann School in Germany. Russian laboratory for studying the child.

III. *Systematic Study of Children below the School Age.*

(A) The prenatal life. (B) The age of the new born (6-8 days after birth). (C) The age of the *first* infancy (until 2 years of age). (D) The age of infancy proper (until 6 or 7 years).

The course will include a detailed study of: (1) The evolution of the central nervous system. (2) Experiments showing the development of the various senses.

(3) *Development of Language: The Outer Speech Form*: Period of the Unvoluntary Movements as an expression of mental experience; the stage of the non-articulated sounds; the stage of the simplest and easiest sounds; period of echo-language; period of spontaneous babbling; onomatopoeic stage; the stage of the creative spontaneous expression of the articulate sounds; the stage of learning the words heard; the stage of the constant widening of the speech acquisition on the basis of word construction.

The Inner Speech Form (word-meaning): Grammatical development of words. The causes of the child's speech errors: in stammering; stuttering; rattling or blustering, and tone-deafness. *The development of the concepts and judgments*. Three kinds of concepts (primitive, individual, general). Content of the minds of children entering school. *Development of the child's deductive ability and his style*. *Development of the child's will*. Hand-movements and arm movements. Imitation. Child's scribble stage and first efforts at drawing; certain typical motor adjustments and activities. What is meant by children's instincts? *Children's feelings and their expression*. *The future of child study*.

The course will consist of lectures, essays and discussions.

176. The Teacher's Philosophy of Life

Room 7

PROFESSOR HORNE

1 hour a week. Friday, 4.45-5.45

It is the purpose of this course to show the bearings of the different main philosophies upon education and the teacher's profession, and to suggest the lecturer's own standpoint. Among the topics that will be discussed are: Pragmatism, Empiricism, Rationalism, Phenomenalism, Realism, Agnosticism, Dualism, Materialism, and Idealism. The members of the class will be encouraged to formulate for themselves a philosophy of their own professional work and of life. This course should be elected only by college graduates. (Advanced Course.)

201. Educational Psychology

Room 9

PROFESSOR LOUGH

2 hours a week. Saturday, 11.15-1.15

The aim of this course is to select for special study those topics in psychology which have the widest and most important application to the detailed work of education. The course will include such topics as the natural and artificial conditions which determine the development of the typical forms of mental life, the formation and significance of various principles of teaching, the psychological basis of method. It will also include a discussion of imitation, apperception, induction, habit, interest, etc.

The course is open only to those who have taken, or are taking, Course 3, or its equivalent.

206. Principles of Education

Room 10

DEAN BALLIET

2 hours a week. Saturday, 9.15-11.15

This course will consist of a series of lectures on the general principles underlying the science of education. The most important principles which biology, physiology, psychology and sociology have contributed to educational science will be considered and their practical application indicated. Some fundamental educational problems will be discussed in the light of evolution. Some of the special topics to be treated are the following: Brain localization and the light it throws on the problems of physical and manual training; eye-mindedness, ear-mindedness and motor-mindedness and their bearing on education; imitation, habit, inhibition, sense of rhythm, fatigue, etc., in their application to specific educational problems; the order of maturing of the nervous system in its bearing on education; the instincts and education; adolescence and some problems of secondary education; growth and its bearing on education; the doctrine of interest; principles determining the course of study; education and civilization.

211. General Method

Room 7

DEAN BALLIET

1 hour a week. Thursday, 4.45-5.45

In this course will be discussed the general principles of method as determined by psychology on the one hand and the subject matter to be taught on the other. Among the topics to be discussed are the place of observation, induction, generalization and deduction; apper-

ception; interest; the "Five Formal Steps," their value and their imitation; correlation of studies; principles of æsthetic and moral training; application of principles of method to the teaching of the various studies of the curriculum.

216. Moral Education

Room 7

PROFESSOR HORNE

1 hour a week. (Not given 1911-1912.)

An analysis of the forces that make human character with suggestions toward their educational control. Among the topics that will be discussed are, the nature of the human will, its relation to heredity, its relation to the natural and social environment, its stages of growth, its educational treatment, and the nature and limits of the ethical forces in improving human society. Organized efforts at moral education in different countries. Special experiments in moral education. Methods and plan of moral education.

221. Religious Education

Room 7

PROFESSOR HORNE

1 hour a week. Monday, 3.45-4.45

A psychological analysis of the religious nature of man with educational suggestions toward its cultivation. Among the topics that will be discussed are: the facts of the religious consciousness, the guiding principles of teachers, parents and ministers, in interpreting and handling these facts, the services of the home, school, and church to religious education, the use of the Bible and other sacred literatures, and the characteristics of Jesus as a religious teacher.

251. Introduction to Primary Method

Room 4

PROFESSOR MACDOUGALL

1 hour a week. Thursday, 3.45-4.45

A study of the psychological basis of method in Primary School subjects. The nature of the processes involved in Speech, Reading, Writing and Spelling will be taken up with special reference to the character of the child's activity in acquiring these functions. The external conditions which affect learning, including physiological defects, will also be discussed. In the light of principles thus derived the merits of different systems will be compared and questions of class and individual method considered. The course will be conducted by lectures, discussions and the reading of selected literature. (Advanced Course.)

252. Seminar in General Method

Room 7

DEAN BALLIET

1 hour a week. Wednesday, 4.45-5.45

The general aim of this course will be to study the principles of method underlying the teaching process, in the light of the best recent literature in English, German and French. It will involve the making of résumés of technical researches and of other scientific literature, which will be made the basis of class discussion. Disputed phases of methods will be discussed. Recent technical literature on such topics as apperception, interest and the thinking processes will be studied. A critical estimate of Herbartianism in relation to general method will be made. The recent results of experimental pedagogy and child psychology in their bearing on method will be discussed. Practical applications of principles established will be made for illustrative purposes to the studies of the elementary and secondary school curriculum. (Advance Course.)

256. Experimental Pedagogy

Room 2

DR. RADOSAVLJEVICH

2 hours a week. Saturday, 11.15-1.15

In this course the emphasis is laid on those topics in pedagogy to which the experimental method is most successfully applied. The following topics will be discussed:

A. *History of Experimental Pedagogy*.—The origin, aim and development of experimental pedagogy in Germany, France, America and Russia, with especial reference to the Meumann school; literature, periodicals, laboratories and congresses of experimental pedagogy; autonomy of education as a science, experimental pedagogy in general and experimental didactics.

B. *System of Experimental Pedagogy*.—(1) The place of experimental pedagogy in the system of education; the problems and points of view of experimental pedagogy, as distinguished from experimental psychology, child study, school anthropology and abnormal pedagogy; the future of education as a science, as indicated by the postulates of experimental pedagogy. (2) Methods of experimental pedagogy. Systematic observation, including the questionnaire method; measurements; critical statistics; qualitative and quantitative experiments; nature and significance of the specific pedagogical experiments in the school room; methods of collecting scientific data; collective method, individual method. Methods of studying pupils' psychological nature; microscopic or dissective method, microscopic method. (3) Subject-

matter of experimental pedagogy ; intelligence of school children ; heredity, correlation and sex differences in the abilities of school children ; periods and stages of development and growth of school children ; the differences between school children and adults ; favorable and unfavorable inner and outer conditions of pupils' work. Technique and methods in the mental activity of school children (*Economical Learning*) ; relation between pupils' school and home work (*Hygiene of Home and School Study*) ; development of pupils' ideals, practical aims, moral judgments, etc. The doctrines of formal discipline and apperception in the light of experiments on school children. Conclusions and prospects of experimental pedagogy.

This course will consist of lectures, class experiments, reports and class discussion.

257. Seminar in Experimental Pedagogy

Room 2

DR. RADOSAVLJEVICH

2 hours a week. Tuesday, 10 A.M.

This is a seminar course for the report and discussion of the results of the original scientific investigation of special problems that are of practical value to teachers in their classroom work, as well as of scientific value to experimental pedagogy.

The members of the seminar will report on most recent publications from Meumann's *Pädagogische Monographien*, *Zeitschrift für Pädagogische Psychologie und Experimentelle Pädagogik* and *Sammlung von Abhandlungen zur Psychologischen Pädagogik* ; Stern's *Zeitschrift für Angewandte Psychologie* ; Hall's *Pedagogical Seminary*, *The Journal of Educational Psychology*, and other books and articles.

Under the direction of the instructor students will be guided in the prosecution of as much individual investigation of school children as each has time to do. A series of illustrative experiments will be performed in the seminar, especially such as may be performed in the schoolroom without expensive apparatus or without any ; for example, the investigation of the pupil's work in class and at home ; economical learning of school children ; child's testimony ; drawing ability of the class ; individual variation in the class ; the difference between the intelligent and unintelligent child ; psychophysical measurement of school children and its relation to mental hygiene.

There will be a few lectures on tabulating the data of experimental investigations of school children made by members of the seminar.

Experimental investigation of fatigue in school children. Three systems of measuring: (a) Physical test ; (b) mental test ; (c) æsthesiometric test. Application of the tests to school children by Kraepelin, Burger-

stein, Kemsies, Ebbinghaus, Meumann, and conclusions drawn by them; discussion of their results. (Advanced Course.)

258. Seminar in Experimental Didactics.

Room 2

DR. RADOSAVLJEVICH

2 hours a week. Saturday, 9.15-11.15

The work in this course is based upon researches in experimental school didactics ("special experimental school pedagogy"), which will be carried on by those who look forward to academic degrees, or by those who are interested in the experimental investigations of school subjects. Students are expected to carry out original research, and to report on their work and on the literature of their subjects. There will be a few introductory lectures on the present and past methods and results of experimental study of school subjects as treated in German, French, English and Russian literature. Special reference will be made to the experimental study of children's drawing, writing, arithmetic, reading, spelling, modeling and singing. The course will conclude with a few summary lectures on the modern tendencies in school reforms from the point of view of experimental didactics. (Advanced Course.)

266. Research in Educational Problems

Room 9

PROFESSOR LOUGH

1 hour a week. Saturday, 10.15-11.15

This course is intended for advanced students and to afford an opportunity for the scientific investigation of specific educational problems. The subjects taken up by each student will be determined after consultation. The following are some of the topics now under investigation: Formation of habits; memory; fatigue; course of pupils through the grades; relative value of oral and visual training in language and arithmetic, etc. The study of these topics will be continued, and such other subjects will be taken up as the interest of the individual student may suggest.

Special permission is required for enrollment. (Advanced Course.)

271. Seminar in Education

Room 1

DEAN BALLIET

2 hours course. Thursday, 10 A.M.

This course will be in the main a seminar course for students prepared to do advanced work. It will embrace a careful study of the recent technical literature in experimental psychology and experimental

pedagogy bearing on education which has appeared in English, German and French. Students will be expected to write *résumés* of articles in scientific journals and of chapters in books, and such *résumés* will form the basis for discussion in class. A few problems for original research will be assigned to students who have had the necessary training in psychology. Among the topics to be discussed are such as the following: Aphasia in its bearing on the teaching of reading, writing and spelling; "inner speech" in relation to mental processes; the learning process in the light of experimental data; the motor factor in psychical processes and its bearing on education; the evolution of children's interests and ideals; recent experimental investigations in motor training. (Advanced Course.)

301. History of Education

Room 10

PROFESSOR HORNE

2 hours a week. Saturday, 11.15-1.15

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticise educational systems and theories in the light of what is regarded as sound educational doctrine.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples, it glances rapidly at the civilizations of the Orient, and then makes a detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of education in the Middle Ages, and discusses the various causes—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristics of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a *résumé* of the educational principles collected during the survey of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine.

306a. Educational Classics (Greek and Roman)

Room 7

PROFESSOR HORNE

1 hour a week. Friday, 3.45-4.45

This course makes a study of the most celebrated pedagogical writings of ancient times. Parts of Plato's *Republic*, Plato's *Laws*, Xenophon's *Cyropædia*, Aristotle's *Politics*, Quintilian's *Education of an Orator* and Plutarch's *Training of Children*, are critically studied. The aim is to trace the educational ideals of the writers; to show the relation between those ideals and the civilization of the period, on the one hand, and, on the other, the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, Course 301. It will be given only in alternate years.

306b. Educational Classics (Modern)

Room 7

PROFESSOR HORNE

1 hour a week. (To be given 1912-1913.)

This course makes a study of the most celebrated pedagogical writings of modern times. Locke's *Thoughts on Education*, Rousseau's *Emile*, Spencer's *What Knowledge is of Most Worth*, Herbart's *Outlines of Educational Doctrine* are critically examined. The object aimed at is (1) to ascertain their inner consistency; (2) their relation to the civilizations of their times; and (3) the elements which they contribute to sound educational philosophy. This course will be open only to those who have taken, or are taking, Course 301, and will be given only in alternate years.

311. The History of Music

MR. TAPPER

1 hour a week. (Not given 1911-1912.)

Particularly designed to acquaint the student with the principal development in the Art of Music, with the social and political conditions that contributed to this development, and especially emphasizing the contemporaneous music and literary activities of the periods under consideration. No text-book will be required. Elaboration of the lecture notes, and a certain amount of required reading will form the basis of the examinations.

351. Seminar in the History of Modern Education

Room 7

PROFESSOR HORNE

2 hours a week. Tuesday, 3.45-5.45

The object of this course is to train students in the independent investigation of problems in the history of education. For the year 1911-

1912 the problem selected by the individual student may involve an intensive study of some phase of modern education, or it may involve an extensive study of some contemporary educational problem in the light of its history. Especial attention will be paid to the relations between the history of philosophy and the history of education. Readings, discussions, reports, and a thesis. (Advanced Course.)

401. Special Method in Arithmetic, Reading and Geography

Room

DEAN BALLIET

1 hour a week. Saturday, 12.15-1.15

ARITHMETIC.—The first part of this course will embrace a discussion of the principles underlying the teaching of arithmetic and a detailed study of the best methods of presenting the various phases of the subject in elementary schools. Some of the topics that will be discussed are the following: The nature of number; how the child gains his first conceptions of number; the number conceptions of primitive peoples as compared with those of children; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching primary arithmetic; methods of teaching arithmetic in grammar schools; the relation of arithmetic to algebra and to geometry; a brief sketch of the history of method in arithmetic.

READING.—Following the above there will be a discussion of the problem of teaching reading in elementary schools. Among the topics which will be studied are the following: The analysis of the mental processes involved in reading; eye-movements and reading pauses; oral reading and silent reading, the specific function of each; how a child acquires an oral vocabulary; acquisition of a printed vocabulary; the sentence method; word method and phonic method; diacritical marks, their use and abuse; learning to read and reading to learn; rapid silent reading; the art of skipping; how to select reading matter; literature in the grammar schools; brief history of methods of teaching reading.

GEOGRAPHY.—This will be followed by a somewhat detailed study of the best methods of teaching geography in the elementary schools. Some of the most important topics to be discussed are the following: The aim and scope of geography as a school study; "home geography," its aim and limits; children's interest in various phases of the subject; the ethnographic phase of geography; what elements of physiography may be taught in elementary schools; what

may be taught in mathematical geography and what should be omitted; what phases of meteorology may be taught; map study and the function of map drawing; products of various countries and commerce—what should be taught and what omitted; trade centers and trade routes.

406. Methods of Teaching Algebra and Trigonometry in Secondary Schools

PROFESSOR SCHULTZE

1 hour a week. (Not given 1911-1912.)

A knowledge of the elements of algebra is presupposed. The course will consist of a detailed study of the best methods of teaching algebra and trigonometry in secondary schools. The typical parts of algebra and trigonometry, especially those that offer scientific or pedagogic difficulties, will be reviewed from the point of view of the teacher.

411. Methods of Teaching Geometry in Secondary Schools

PROFESSOR SCHULTZE

1 hour a week. (Not given 1911-1912.)

A knowledge of the elements of plane and solid geometry is presupposed. The courses will embrace a detailed study of the modern methods of teaching plane geometry in secondary schools, and a brief discussion of the principles of solid geometry. The course will be based upon a review, from the teachers' standpoint, of the principal topics in geometry. Special emphasis will be laid upon the methods which lead students into original geometric work.

Some of the topics to be treated are the following: Aims of mathematical teaching; general methods of teaching geometry; the laboratory method; the foundations of geometry; philosophic and pedagogic aspects of the axioms; Non-Euclidean geometry; logical aspects of geometric propositions; preliminary propositions; methods for constructing exercise work; original work based upon equal triangles, parallel lines, unequal lines and angles; hypothetical constructions; analysis of theorems; general methods of attack for solving problems; measurement; limits; loci; proportions; the positive, negative and imaginary quantity in geometry; areas and transformations; the circle; algebraic analysis of geometric propositions; solid geometry; the diagram in solid geometry; the impossible in geometry; fallacies; principles of duality and continuity; one-to-one correspondence.

416. **Methods of Teaching English in Elementary and Secondary Schools**

1 hour a week. (Not given 1911-12.)

The course will assume an acquaintance with the Instructor's "The Teaching of English," in connection with which the work on the same subject by Scott, Carpenter and Baker will be utilized. It will be divided into three inseparable parts, devoted respectively to Beginnings in the Primary Grades, the Grammar Grades, and the High School.

At the outset the past history and present status of English Teaching in the Schools will be reviewed. Then the oral and auditory basis of instruction will be considered; and with this, the part which should be played by nursery songs, tunes, games, and plays; and the rôle of story-telling and dramatization. The next topic will be the principles which should govern the appraisal and selection of good literary material; its use and treatment; its vocal interpretation; and the various points connected with reading and memorizing. On the expressional side, there will be a discussion of the relation of oral and written composition, the stages in the development of written expression and their relation to impression; the use of models; the development of originality, of imagination and feeling; and the technique of correction.

In following out the work of the Grammar Grades and the High School, the general principles governing the course of study will be considered, and the relation of English to other subjects determined. The types of literature will be classified, and the place of the ballad, the long narrative poem, epic poetry and the drama, as well as the various kinds of prose literature, will be discussed. This will lead on to the problems of handling, of correlation, of supplementary reading, etc. The questions of formal language work, Grammar and Rhetoric will then be taken up. Under the head of Composition, the use of the Outline, letter-writing, reproduction, summarizing, note-taking, and the special problems of the four types of Composition will be dealt with. The topics to be discussed in connection with the selection and treatment of literary masterpieces in the Upper Grades and the High School will include methods of presentation, class discussion, the function of criticism, biographical studies, literary history. In the course of the work consideration will be given to Debating, Versification and Verse-making, the value of the Festival, and the literary by-products of the school.

As far as possible the treatment of all topics will be concrete and illustrative. From time to time notes, reports and investigations will be required of members of the class.

421. Methods of Teaching History in the Elementary Schools

Room 7

DR. SULLIVAN

1 hour a week. Thursday, 3.45-4.45

This course will consist of a series of lectures and exercises on methods of teaching history with reference to the work of the primary and grammar schools. The course will open with a brief statement of the educational value and scope of history and the aims of history teaching. Children's interest at different ages in the various phases of history, and the order in which the different phases of the subject are to be taken up will be studied. Some of the subjects to be treated are the following: The working up of a topic; the place of the story; the place of biography; the heroic and dramatic in history; how to develop in children conceptions of time and the meaning of dates; the place of the history of social customs; economic institutions; wars; political parties; inventions; industrial institutions; government; relations of history to other subjects in the curriculum, particularly geography; periods of history; the use of the text; note-books; notes and outlines; maps; charts; blackboards; reference books; sources; tests; examinations; reports; pictures; lantern slides; local history; lesson planning; reviews and criticism of texts; the elimination of the unimportant in history; the curriculum of the Committee of Eight; its relation to the high school curriculum of the Committee of Seven; the curricula of the elementary schools of our large cities; the curricula of the elementary schools of England, France and Germany; the preparation of the teacher; the organization of subject matter for presentation to a class; the history recitation; departmental teaching.

Each student will be called upon to make reports on at least three days of observation work in classes of history of various grades in the elementary schools of New York City and vicinity.

426. Methods of Teaching Modern Languages

Room 4

DR. KRAUSE

1 hour a week. Friday, 3.45-4.45

The purpose of the course will be to familiarize the members of the class with modern methods of teaching German and French, with especial emphasis upon the *direct method* which has been so successfully employed in Germany, in France and in Scandinavian countries, and which will be practically compulsory in New York beginning September, 1911. The course is intended for students and for teachers of German or French in elementary or secondary schools. It will cover

methods of teaching both languages. The exigencies of actual class-room work will always be kept in mind. The following are some of the topics to be discussed: The history and present status of modern language instruction in Europe and in America; the training of modern language teachers; the aims and methods in teaching modern languages; the teaching of pronunciation, oral work, reading and writing, grammar and syntax; habit-formation in modern language instruction; international pupils' correspondence. Reports on important publications.

Model lessons will be given by the instructor to illustrate clearly the various problems in progressive modern language teaching in America.

431. Observation

Room 9

PROFESSOR LOUGH

2 hours a week. Wednesday, 10 A.M.

The aim of this course is to give students the opportunity for a careful study of the best methods of teaching the various subjects of the elementary and high school curricula. To this end visits will be made to the best public and private schools of New York and vicinity. Opportunity will be afforded for the study of special phases of school work. This course will consist of visits to schools, reports and discussions. Special permission is required for enrollment.

501. School Administration and Supervision

Room 4

DR. TAYLOR

1 hour a week. Friday, 4.45-5.45

This course will consist of lectures, discussions, and a limited amount of collateral reading on the administrative duties of principals, supervisors, superintendents, and school boards. Among the special topics to be treated are such as the following: the course of study; classification and promotion of pupils, devices for rapid advancement of gifted pupils; the daily program; methods of discipline; the relation of principal to teachers; methods of supervision by the principal, by the supervisor, and by the superintendent; the teachers' meeting, its character and how to conduct it; the sanitary condition of school buildings and the relation of principal to janitor. The relation of the school to the home and to the community; the school as a social center. The election and organization of the school board; its specific duties; the school finances; the organization of a system of day schools; special schools for defectives and delinquents; the organization of a system of evening schools. The organization of school systems in European countries and the lessons to be learned from them; the European secondary school, its organization, aim, and character as compared

with the American secondary school the future organization of secondary and higher education in the United States.

502. Pupil Self-Government as a Training for Citizenship Room 4

DR. SCHLOCKOW

1 hour a week. Fridays, 3.45-4.45

The aim of this course is to impart a general knowledge of pupil self-government based upon a careful study of the principles underlying it. The work will include an analysis of the general problem of moral education and the function of self-government in its solution; brief analysis of the problem of education for citizenship and the function of self-government in its solution; self-government in relation to play and playgrounds.

Description of plans of self-government; McDonough School, George Junior Republic and similar experiments, their aims, characteristics, conditions, and the light they throw on self-government under public school conditions; various plans of self-government in public schools analyzed critically to determine their merits and defects; how to develop the essentials of self-government in a simple form; distinction between the duties of the private citizen and those of the official and their relative importance in training for citizenship.

Detailed discussion of the problem of introducing self-government into a public school; age at which self-government is feasible, extension of it from simple beginnings with the age and maturity of the pupils; how the law-making department may be organized on various plans and their relative merits; modifications of plans desirable in schools having both sexes; number of officers desirable; terms of office and the conditions which determine them; various modes of nomination and election and their relative advantages; manner of enacting laws and the veto power of the principal or teacher; organization of a court in a simple form; kinds of penalties that are practicable in a school; self-government not a substitute for the teacher's authority, but a means by which pupils are trained to control themselves to make the exercise of that authority needless; self-government as a "laboratory method" of training in self-control.

The course will consist of fifteen lectures and seminars, and will be credited in the School of Pedagogy towards its degrees. It may be combined with Course 501 for purposes of credit.

518. Comparative Study of Foreign School Systems Room 4

DR. MONTESER

1 hour a week. Wednesdays, 3.45-4.45

This course will consist of lectures and reports on the more important foreign educational systems, particularly those of Germany,

France and England. Each system will be treated with regard to its historic development, in connection with the religious, political and economic conditions in the respective countries. Methods of administration and supervision, organization of the different kinds of schools, their aims, courses of study, and character of instruction will be studied, with constant reference to corresponding conditions in this country, and for the purpose of applying to our own school system the lessons derived from foreign experience.

Students will be expected either to investigate some educational system not extensively treated in the lectures, or to make a comparative study of some particular phase of education as it appears in various foreign school systems.

519. Industrial Education

1 hour a week. (Not given 1911-1912.)

LECTURES AND REPORTS. A study of the origin of the present movement in favor of industrial education ; the work of state commissions ; apprenticeship conditions, and the opportunities for advancement in the industries ; vocation bureau ; the economic, ethical and cultural possibilities of industrial training ; typical courses of study ; the equipment, organization and administration of systems of industrial schools, and of various types of institutions for manual and industrial training at home and abroad—manual training, industrial improvement schools, trade schools, etc. An outline of the historical development of industrial schools will be given, and the present status of industrial training in Europe and America will be reviewed, in connection with the preceding. Those who undertake this course will have access to special libraries of industrial literature, and to abundant collateral material. Visits to industrial schools and industrial establishments are included.

This course will be of especial value to those who look toward administrative positions in the field of industrial education.

601. Education of Backward and Feeble-Minded Children

DR. GODDARD.

Room C3

2 hours every other week. Saturday, 11.15-1.15

This course will take up the problem of education of children of low mentality, attempting to deduce the principles underlying such education. Among the topics to be covered will be the definition, classification and determination of types ; tests and methods for picking out the mentally defective ; special discussion of the Binet, DeSanctis, Norsworthy and other tests of mental development ; characteristics of the

various types of defectives, what may be expected from them and the fundamentals of treatment; causes of backwardness, including the hereditary elements; methods of studying and their relation to treatment; discussion of the various mental processes in the life of mental defectives, and the condition of these processes in the various degrees of defect.

Some time will be devoted to the brain condition of defectives of the various types. The problem of discipline; the origin, causes, treatment and cure of truants and incorrigibles; the ideal school-room for defective children; the course of study and methods of management and teaching. Attention will be given to those persons who are defective, not so much in the growth of intelligence as in the "development of the feelings, normality of will, self-assertion and self-criticism, of social attitude and of emotional control," those higher processes, the arrest of which gives rise to the wayward boy and girl. The so-called moral imbeciles will be treated, the liar and sex perverts. The emotions of defective children will be shown as measured by the psychometer; their endurance and rate of fatigue as shown by ergographic experiments; the condition of memory as illustrated by the difference between related and unrelated words; their artistic sense as shown by their ability to draw pictures; the relation of co-ordination to the degree of defect as shown by test with the precision apparatus, and the reasoning power as shown by the judgment used in placing forms in the block test. Other special tests will be used to illustrate the various phases of the subject. The course will be illustrated by charts, diagrams and lantern-slides.

CLINICS. Frequent clinics will be held, at which backward and defective children from the public schools will be examined in the presence of the class and their examination made the basis of later discussion. Either the whole or one-half of this course may be combined for purposes of credit with 602 following. The first lecture will be given Oct. 7.

602. Benchwork for Teachers of Defective Children

MR. GARRITT.

2 hours every other week. Wednesday, 3.45-5.45.

The object of this course will be to give the student much practice in the fundamental operations with wood working tools, to teach the proper methods of procedure and to illustrate the elementary principles of wood construction.

The course in benchwork will consist of fifteen lessons of two hours each. A half hour talk will be given at each lesson on class-room methods, and also on the sharpening, care and use of the principle bench tools.

Many models will be made that are adapted for use in classes of defective children. These will comprise toys and articles useful in the home. Drawings of many other models similar in construction to those made in class will be distributed. Two lessons will be devoted to the subject of scroll sawing. Several interesting animal forms will be made and many others shown.

The lessons in benchwork will be given in the shop of the Hebrew Technical Institute, 36 Stuyvesant Street. The first lesson will be given on October 11. Fifteen hours of credit will be given for this course. For purposes of credit this course may be combined either with the whole or one-half of the preceding course 601.

605. Principles of Kindergarten Education

Room 9

MISS MILLS

1 hour a week. Tuesday, 4.45-5.45

This course will consist of a series of lectures and discussions dealing with the general principles underlying kindergarten theory and practice. The relation of the kindergarten to the primary school will be considered as giving rise to new problems of supervision.

Some of the special subjects to be treated are the following :

Child interests, instincts, and characteristic activities as indicating steps in child development ; classification of characteristic activities as available for the child's normal development ; the organized materials of the kindergarten principles, values, and method of administration.

Other topics to be considered are such as relate to the present issues in kindergarten ; its relationship to the elementary school ; problems of supervision.

This course is planned to meet the need of kindergarten teachers, supervisors of kindergarten and primary schools, and school superintendents who wish to make a general study of the philosophy and educational principles underlying kindergarten theory and practice.

606. Constructive Music

Room 9

MR. TAPPER

1 hour a week. Saturday, 9.15-10.15

This course presupposes, on the part of the student, a knowledge of the simple elements of music and some ability to play a musical instrument (organ, piano, or violin) or to sing. Constructive work in melody, progressing from simple diatonic writing to the study of rhythms and of chromatics, is required. The course also includes the harmonic analysis of melody ; the study of Intervals, of Triads and their Inversions, of the Dominant and Secondary Seventh Chords. The constructive work in Elementary Harmony is from the given Soprano as well as from the given Bass melody.

In the second half year the course is devoted to analytical and constructive work in the Chromatically Altered Chords, Suspensions, Modulations, and to choral harmonization, including the use of all varieties of Passing and Changing Tones.

Original writing in one, two, and four parts is required.

607. Elementary Harmony

MR. TAPPER

1 hour a week. (Not given 1911-1912)

This course presupposes, on the part of the student, a knowledge of the simple elements of music and some ability to play a musical instrument (organ, piano, or violin) or to sing. Constructive work in melody, progressing from simple diatonic writing to the study of rhythms of chromatics, is required. The course also includes the harmonic analysis of melody; the study of Intervals, of Triads and their Inversions, of the Dominant and Secondary Seventh Chords. The constructive work in Elementary Harmony is from the given Soprano as well as from the given Bass melody.

616-621. Domestic Art

MRS. A. L. JESSUP, Director

The classes in Domestic Art are intended to fit teachers for special work, but are open to all who desire to add a knowledge of this subject to their general pedagogical equipment.

The instruction will include methods of teaching and supervision as well as technical work.

Credit will be given by the Board of Examiners of the New York City Schools for these courses in Domestic Art. and the New York University certificate will be accepted in lieu of one year's professional training in the case of teachers holding License No. 1.

616. Domestic Art (Dressmaking)

Room 3

MISS CLOSE and MRS. CONSALUS

3 hours a week. Saturday, 9.15-12.15

This course includes instruction in needlework, machine sewing, drafting, illustration of stitches, costume designing and practical dressmaking.

The fee for material is \$5.00.

621. Domestic Art (Methods and Textiles)

Room 3

MRS. CONSALUS

1 hour a week. Saturday, 12.30 to 1.30

This course will consist of lectures on methods of teaching and supervision of Domestic Art, and on fibres and textiles.

THE WOMEN'S ADVISORY COMMITTEE

In 1890 the Council of the University, recognizing that the enrollment of graduate students included the names of several women as candidates for the Doctorate in Philosophy, and recognizing further that the School of Pedagogy just founded was likely to enroll women students in equal numbers with men, deemed it expedient that the Council should have the co-operation of representative women in the promotion of the University's work for women, and accordingly established the Women's Advisory Committee.

President—MRS. EDWARD C. BODMAN, L.H.M.

Vice-President—MISS E. MABEL CLARK

Secretary—MRS. EUGENE SMITH, L.H.M.

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Term expiring 1912

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MISS E. MABEL CLARK

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MISS ISABELLE M. KOBÉ

MRS. L. EMMETT HOLT

MISS MARIE L. CONSTABLE

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MRS. RICHARD M. HOE

MRS. GEORGE F. BAKER

MISS EMILY CODDINGTON, PH.D.

MRS. ROSWELL ELDRIDGE

Term expiring 1911

MISS EMILY O. BUTLER, L.H.M.

MRS. WELCOME G. HITCHCOCK

MRS. DAVID DOWS, JR.

MRS. O. S. LYFORD, JR.

MISS H. OLIVE TROWBRIDGE

THE COUNCIL OF THE UNIVERSITY

The Council of New York University, incorporated the 18th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One-fourth of the members go out of office each year on the fourth Monday of October, when their successors are elected by the council.

Officers of the Council

President—GEORGE ALEXANDER, D.D.

Vice-President—EUGENE STEVENSON

Secretary—GEORGE A. STRONG

Treasurer—WILLIAM M. KINGSLEY

DATE OF ELECTION	Roll of the Council	EXPIRATION OF TERM
1883.	WILLIAM S. OPDYKE	1911
1887.	GEORGE ALEXANDER, D.D.....	1911
1890.	WILLIAM F. HAVEMEYER	1914
1891.	HENRY M. MACCRACKEN, D.D., LL.D.....	1914
1892.	JOHN P. MUNN, M.D.....	1912
1898.	WILLIS FLETCHER JOHNSON, L.H.D.....	1911
1898.	THOMAS E. GREACEN.....	1911
1899.	WILLIAM M. KINGSLEY.....	1914
1900.	JAMES G. CANNON.....	1914
1903.	CLARENCE H. KELSEY.....	1911
1903.	WILLIAM H. PORTER.....	1911
1903.	JOHN H. MACCRACKEN, PH.D.....	1914
1903.	FREDERICK W. DEVOE.....	1912
1904.	EUGENE STEVENSON.....	1912
1904.	JAMES WARREN LANE.....	1913
1905.	FRANK A. VANDERLIP.....	1913
1907.	DAVID A. BOODY.....	1913
1907.	HENRY W. HODGE.....	1912
1907.	GEORGE A. STRONG	1912
1908.	JAMES ABBOTT.....	1912
1908.	HENRY M. BROWN, D.D.....	1913
1908.	SCOTT FOSTER	1911
1909.	GATES D. FAHNESTOCK.....	1914
1909.	CLELAND B. MCAFEE, D.D.....	1913
1909.	BENJAMIN T. FAIRCHILD.....	1913
1910.	ALEXANDER S. LYMAN.....	1912
1910.	ROBERT MACKENZIE, D.D., LL.D.....	1911
1910.	GEORGE A. HEARN.....	1913

ORGANIZATION OF NEW YORK UNIVERSITY

The University is organized for educational and administrative purposes in nine schools, each under the government of its own faculty, with the privilege of presenting candidates for degrees, as follows:

At University Heights

THE UNIVERSITY COLLEGE OF ARTS AND PURE SCIENCE (1832).—Offers to male High School graduates four-year courses of study divided into nine groups, leading to the degrees of B.A. and B.S.

THE SCHOOL OF APPLIED SCIENCE (1862).—Offers to male High School graduates four-year courses of study in Civil Engineering, Mechanical Engineering and Chemical Engineering, leading to the degree of B.S., and five-year courses leading to the degrees of C.E., M.E., and Chem. E.

At Washington Square

THE WASHINGTON SQUARE COLLEGIATE DIVISION (1903).—Offers to graduates of approved Normal Schools and Colleges, to graduates of approved professional schools, and to graduates holding degrees from colleges not recognized for matriculation in the Graduate School, courses of study in Arts and Pure Science, leading to the degree of Bachelor of Science (in Pedagogy, in Law, in Medicine, in Theology).

THE GRADUATE SCHOOL (1886).—Offers to graduates of approved colleges advanced courses in Arts and Pure Science, leading to the degrees of M.A., M.S., Ph.D. and Sc.D. (Laboratory courses are given at University Heights.)

THE SCHOOL OF PEDAGOGY (1890).—Offers to graduates of approved colleges a two-year professional course in the science and art of education, leading to the degrees of Pd.M. and Pd.D.

THE LAW SCHOOL (1835).—Offers to men and women holding a Professional Student's certificate of the New York Regents, to students who have completed the freshman year of an approved college, and to college graduates, two and three year professional courses in law, leading to the degrees of LL.B., LL.M. and J.D.

THE SCHOOL OF COMMERCE, ACCOUNTS AND FINANCE (1900).—Offers to men and women with corresponding qualifications to those named for students of the Law School, two and three year professional courses, leading to the degree of Bachelor of Commercial Science.

At First Avenue and Twenty-sixth Street

THE UNIVERSITY AND BELLEVUE HOSPITAL MEDICAL COLLEGE (1841).—Offers to men with corresponding qualifications to those named for students of the Law School, a four-year professional course in medicine, leading to the degree of M.D. Beginning 1912 one year of college work, or its equivalent, will be required for admission.

At 141 West Fifty-fourth Street

THE NEW YORK-AMERICAN VETERINARY COLLEGE (1899).—Offers to men holding a 6 count Regents' certificate, or an equivalent accepted by the Regents a three-year professional course, leading to the degree of D.V.S.

Besides the nine schools which present candidates for degrees, there are also the following divisions of the University:

THE SUMMER SCHOOL (1895).—Offers collegiate and professional courses, to which credit toward degrees may be secured by matriculants in the University College, the Collegiate Division, the School of Pedagogy, or the Graduate School.

THE WOMAN'S LAW CLASS (1890).—Offers courses in law for business women, leading to a certificate.

THE EXTRAMURAL DIVISION (1909).—Repeats certain of the courses given at the University at local centers in greater New York.

The Harriette Melissa Mills Training School for Kindergarten and Primary Teachers

[ADVERTISEMENT]

New York University Building, Washington Square, East,
New York City

Faculty

HARRIETTE MELISSA MILLS

Kindergarten Education

JAMES E. LOUGH, PH.D.

(School of Pedagogy) Psychology

HERMAN HARRELL HORNE, PH.D.

(School of Pedagogy) History of Education

ELSIE A. MERRIMAN

Kindergarten and Primary Music, Voice Culture, Oral English

JENNY BIGGS MERRILL, PH.D.

Special Lecturer in Kindergarten and Primary Methods

RAYMOND C. OSBURN, PH.D.

(Barnard College), Special Lecturer in Science

Instructor in Art and Drawing and other lecturers to be announced.

The school is organized for the training of teachers for kindergarten and primary work, and offers to graduates of approved secondary schools a two years' course leading to a diploma.

The school is assisted by professors of the School of Pedagogy, and students are offered exceptional advantages for regular and special courses in pedagogical studies.

By special arrangement, the kindergarten department of the Summer School at University Heights offers courses that may be taken for credit toward the diploma of the training school.

School opens Sept. 23d, 1911.

Miss Harriette M. Mills, Principal, may be seen daily at University Heights during the summer session, July 5th to August 15th, and at the school on Washington Square, daily after Sept. 14th, from 10-12 A.M. For further information, address

MISS HARRIETTE MELISSA MILLS,

Principal.

Summary of University Statistics

1910-1911

DIVISIONS	Professors.	Lecturers.	Instructors.	Assistants.	Other Officers.	Total Officers.	Total Students.	Degrees Conferred, 1910.
I. ARTS AND SCIENCE.								
1. College of Arts and Pure Science . .							199	15
2. School of Applied Science							211	45
3. Graduate School. .							311	48
4. Summer School. .	35	44	18	6	14	117	529	
5. School of Pedagogy							345	15
6. Washington Square Collegiate Div. . .							357	36
7. School of Commerce.	6	19	11	6	4	46	1,182	69
II. LAW.								
8. University Law School	9	1	4		1	15	688	193
9. Woman's Law Class.	1		3			4	53	
III. MEDICINE.								
10. University Medical College	35	19	34	19	67	174	500	64
11. Veterinary College	11	2	1			14	15	5
IV. GENERAL								
12. Library					7	7		
Grand Total	97	85	71	31	93	377	4,418	490
Deduct for names counted twice	1	3	4			8	270	
Net Total	96	82	67	31	93	369	4,148	490

In the above total "auditors" are not reckoned, nor students of the Extramural Division. More than one thousand of these students are in attendance in the various schools of the University.

Special circulars of the various schools will be sent free upon application to the Registrar, New York University, Washington Square, N. Y. In writing please state which circular is desired. The General Catalogue will be sent upon receipt of twenty-five cents.

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No. 10

SCHOOL OF PEDAGOGY

ANNOUNCEMENTS FOR THE TWENTY-FOURTH YEAR

1913 : : 1914



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CALENDAR

1913

Sept. 27,	Saturday,	Enrollment, Formal Opening.
Oct. 18,	Saturday,	Last Day for Enrollment.
Nov. 4,	Tuesday,	Election Day, Holiday.
Nov. 15,	Saturday,	Last day for payment of tuition.
Nov. 27-29,	Thurs. to Sat. inclus.,	Thanksgiving Recess.
Dec. 22,	Monday,	Christmas Recess Begins.

1914

Jan. 5,	Monday,	Lectures Resume.
Jan. 31,	Saturday,	First Term Ends.
Feb. 2,	Monday,	Second Term Begins.
Feb. 12,	Thursday,	Lincoln's Birthday, Holiday.
Feb. 22-23,	Sunday-Monday,	Washington's Birthday, Holiday.
April 1,	Wednesday,	Theses for the Doctorate Due.
April 7,	Tuesday,	Spring Recess Begins.
April 14,	Tuesday,	Lectures Resume.
May 15-29,	Friday to Friday,	Final Examinations.
June 10,	Wednesday,	Commencement.

THE SCHOOL OF PEDAGOGY

FACULTY, 1912-1913

ELMER ELLSWORTH BROWN, PH.D., LL.D.,

Chancellor of the University.

JOHN HENRY MACCRACKEN, PH.D.,

Syndic of the University.

THOMAS M. BALLIET, PH.D.,

Dean; Professor of the Science of Education.

ROBERT MACDOUGALL, PH.D.,

Professor of Descriptive Psychology.

JAMES E. LOUGH, PH.D.,

Secretary; Professor of Experimental Psychology.

HERMAN HARRELL HORNE, PH.D.,

Professor of the History of Education and of the History of Philosophy.

CHARLES GRAY SHAW, PH.D.,

Professor of Ethics and Assistant Professor of Philosophy.

PAUL R. RADOSAVLJEVICH, PH.D., PD.D.,

Assistant Professor of Experimental Pedagogy.

RUDOLPH BINDER, PH.D.,

Assistant Professor of Sociology.

MRS. ANNIE L. JESSUP,

Lecturer on Domestic and Industrial Art.

JAMES SULLIVAN, PH.D.,

Lecturer on Methods in History.

JOSEPH EDMUND WOODMAN, S.D.,

Lecturer on Geography.

HENRY H. GODDARD, PH.D.,

Lecturer on Psychology and Education of Defective Children.

HARRIETTE MELLISSA MILLS,

Lecturer on Kindergarten Education.

OSWALD SCHLOCKOW, PD.D.,

Lecturer on Moral and Civic Training.

CARL A. KRAUSE, PH.D.,

Lecturer on Methods in Modern Foreign Languages.

GEORGE W. HUNTER, M.A.,

Lecturer on Methods in Biology.

ARTHUR C. PERRY, JR., PH.D.,

Lecturer on School Administration.

PAUL KLAPPER, PH.D.,

Lecturer on Methods in English.

C. WARD CRAMPTON, M.D.,

Lecturer on School Hygiene.

MRS. MARY E. WILLIAMS,

Lecturer on Home Economics.

MISS JANE CLOSE,

Instructor in Domestic Art.

MRS. FRANCES H. CONSALUS,

Instructor in Domestic Art.

MRS. JOHANNA L. THOMAE,

Instructor in Domestic Art.

EDWARD D. GRISWOLD,

Instructor in Manual Training for Teachers of Defective Children.

FRANK A. FALL, M.A.,

Bursar of the University.

GEORGE CLARE SPRAGUE, PH.D.,

Registrar of the University.

FRANCES M. WOODWARD,

Librarian of the School of Pedagogy.

For information regarding the School of Pedagogy address Dean Thomas M. Balliet, New York University, Washington Square, New York City. The Dean's office hours are Thursday, 4-4.30 P.M., and Saturday, 11.30-12 A.M., beginning September 23d.

The office of the Secretary is open during the University year Monday-Friday, 10 A.M.-5 P.M., and Saturday, 9 A.M.-1.30 P.M. The Secretary's office hours are Wednesday 2-4 P.M., and Saturday, 11 A.M. The Secretary may be found during the Summer School, July 1-August 11, at the Director's Office, University Heights, daily at 11.30 A.M.

Circulars and information may be obtained also by mail or in person, from the University Registrar, GEORGE C. SPRAGUE, PH.D., at the University Building, Washington Square, East. The General Offices are on the tenth floor of the University Building, and are open after September 15, from 10 A.M. to 5 P.M.; on Saturdays in September 10-12 M.

GENERAL STATEMENT

The School of Pedagogy as a professional school of equal rank with the other professional schools of the University was established by vote of the University Council on March 3, 1890. Previous to that date lecture courses in Pedagogy had been given for four successive years, and the School is in part the outgrowth of these courses. It was the first professional school of university grade for the study of education, in distinction from Lectureships and Professorships of education, established in this country. In 1903 the school was placed on a graduate basis and only graduates of approved colleges are matriculated as candidates for its degrees. Other students are admitted as explained below. The School is co-educational.

Aim

The aim of the School is to furnish the best possible facilities for the advanced study of the science of education and the art of teaching. It seeks especially to meet the needs of students of superior academic training and of teachers of experience who are prepared to study educational problems in their more scientific aspects and their broader relations. To this end courses of lectures are given on descriptive, experimental and educational psychology; on the history of philosophy and on the history of education; on logic, ethics and sociology in their bearing on education; on the physiological and medical aspects of educational problems; on school administration, and on the general principles of method and their detailed application to the art of teaching. These various courses, numbering 59 in all, find their unity in their common bearing on educational problems and constitute a well-organized curriculum for the higher professional training of teachers. The School offers exceptional facilities for advanced study to students who wish to prepare themselves for the position of superintendent, supervisor or principal in public schools, teacher of psychology and method in normal schools, or that of professor of pedagogy in colleges.

The School is closely affiliated with the Graduate School and the School of Commerce of the University, and students who wish to

specialize in Secondary School work may take advanced courses in their specialty in these Schools with their pedagogical studies in the School of Pedagogy. A special course has been organized for the training of commercial teachers in High Schools.

Degrees

In the case of students who have had full collegiate training before entering the School, the University confers the degrees of Master of Pedagogy and of Doctor of Pedagogy upon the satisfactory completion of the required work. Students matriculated in the Graduate School are permitted to take certain courses in education in the School of Pedagogy as a major or minor subject for the degrees of Master of Arts or Doctor of Philosophy.

Location and Facilities for Instruction

The School of Pedagogy occupies the ninth floor of the University Building on the corner of Washington Square East and Waverly Place. The entrance to the elevators is on Waverly Place. The building is easily reached from any section of the Metropolitan District. The surface line from the Christopher Street Ferry to Brooklyn passes at University Place within one block of the building; the Broadway line at Waverly Place, the Bleecker Street and Eighth Street stations on the Sixth Avenue Elevated, the Ninth Street station on the Third Avenue Elevated, the Astor Place station of the Subway, and the Hudson Tunnel station at Ninth Street, are all within a few minutes' walk of the school.

Ample space is provided for the offices, the library and reading-room, lecture and assembly rooms, the psychological laboratories, etc. By means of a generous gift made for the purpose by a friend of the University, a room, overlooking Washington Square, has been beautifully decorated and furnished, and is set apart as a social room for the use of the students.

The greatest care has been taken in securing the best light and ventilation for the rooms occupied by the School. The outlook from the windows commands a view of a large part of the metropolis, the Hudson, and the neighboring cities of New Jersey.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are constantly being added.

The Public Library of the City of New York, located at Fifth Avenue and Forty-second Street, which contains the collections formerly at the Lenox and Astor branches, is within a fifteen minutes trolley ride from the University Building. The Library of the academy of Medicine, 17 West Forty-third Street, contains among its large collection many valuable books necessary in pedagogical study and research, not to be found in any other library of the city. These great libraries are open free to students of the School.

Conditions of Admission and Matriculation

In June, 1903, by vote of the Faculty, graduation from a recognized college of Arts and Science, or its equivalent, was made a condition of matriculation for either the degree of Master of Pedagogy or that of Doctor of Pedagogy. Students not candidates for either degree are admitted on a lower standard. More specifically stated, these requirements are as follows:

(a) Graduates of recognized Colleges of Arts and Science may matriculate as candidates for degrees, without examination, on presentation of their college diploma.

(b) All teachers of experience and all graduates of state or city normal schools are admitted, without examination, but are not matriculated as candidates for a degree. Such students, if their attendance is regular and they pass successfully the required examinations, receive a certificate for the courses completed. Upon presentation of these certificates the Board of Education of New York City will give credit for the courses named in them under certain conditions specified by the Board.

(c) Students,* whether college graduates or not, who do not wish to attend regularly or receive credit for their work, are admitted as special students and are not required to pass examinations.

Students who wish to be candidates for degrees, or who desire

*Some of the most advanced students of the School of Pedagogy belong to this class. They hold prominent positions as principals or superintendents and attend lectures irregularly or when their professional duties permit.

credit for the courses which they take, must enroll not later than October 18 for the work of the first term.

Persons whose academic training does not extend beyond that of the public high school or academy, and who have had neither professional training nor experience in teaching, are not admitted.

(d) Graduates of approved State Normal Schools (of equal rank with those of Class 1 of the Board of Regents), and persons who have completed the work of the Freshman and Sophomore years in a recognized college, may enter the Washington Square Collegiate Division,†complete the last two years of the college course, receive their degree, and then matriculate in the School of Pedagogy and become candidates for its degrees.

Directions for Registration

Applicants for matriculation are requested to make formal application and submit their credentials to the Secretary of the Faculty, if possible, before the formal opening of the School, which will be on Saturday, September 27, at 10.30 A.M.

Enrollment cards may be secured either at the Secretary's or at the Registrar's office. They must be filled out in duplicate, filed with Bursar and the enrollment fee paid before the student enters a class. In case an application for matriculation is rejected or the election of courses disapproved by the Dean, the enrollment fee will be refunded. Any change in the courses elected must have the approval of the Dean and can be made only upon a written request.

The offices of the School will be open for the reception of applications and credentials on and after September 15, from 10 A.M. to 5 P.M.

Members of the Faculty will be at the School daily on and after September 22 for consultation in regard to the election of courses.

The Fall term begins September 27. Saturday, October 18, is the last day for registration for students who wish to receive credit for first term courses. Special students not desiring credit are admitted at any time. There will be an examination in all classes in January, and students will be required to attend at least eighty per cent. of

†A special circular describing the courses in the Collegiate Division may be obtained by addressing the Secretary, Professor James E. Lough, New York University, Washington Square, New York.

class exercises or lectures of the entire course in order to receive credit for the course. It will therefore be greatly to their advantage to register early.

Requirements for the Master's Degree

Fourteen hours of class-room work per week for the University year is the minimum requirement for the degree of Master of Pedagogy (Pd.M.). These hours must include Courses 116, 201, 206, 301, together with six additional hours to be elected with the approval of the Dean, at least two of which must be in Advanced Courses.

In addition to the successful completion of these courses, the student must present a certificate showing two years' successful experience in teaching. A high degree of scholarship is required in all courses taken.

Candidates for this degree must file written application not later than May 1, preceding the commencement at which the conferring of the degree is sought.

Requirements for the Doctor's Degree

In addition to the Master's Degree eleven hours of class-room work per week for the University year is required for the degree of Doctor of Pedagogy (Pd.D.). These hours must include two hours in Special Method in Group IV, and at least six hours of Advanced Courses distributed as follows: in Group I, two hours; Group II, two hours, and in Group III, two hours. The remaining three hours are elective. (See p. 20.)

In addition to the successful completion of these courses, the student must present a certificate showing three years' successful experience in teaching. A high degree of scholarship is required in all courses taken.

Candidates for this degree are also required to attend such seminars as the Faculty may appoint.

These degrees, held by college graduates, are recognized by the New York Board of Education as equivalent to the corresponding degrees of Master of Arts and Doctor of Philosophy, held by college graduates.

Thesis for the Doctorate. For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," must be delivered to the Secretary of the Faculty *not later than the first Monday in April* preceding the Commencement at which the conferring of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval before the third Saturday of October of the same academic year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern which may be seen in the library of the School.

Final Examination for Doctor's Degree. Candidates for the doctorate must successfully pass an oral examination before the Faculty of the School. Candidates shall be eligible for this examination only after the acceptance of the required Thesis. The examination shall occupy not less than one hour's time and shall be concerned with the following topics: (a) the subject matter of the thesis presented by the candidate; (b) the general history of the period with which the Thesis is concerned (if the latter be historical in character); (c) the history, principles and philosophy of education; (d) psychological theory.

A preliminary written examination is required of candidates for the degree of Doctor of Pedagogy or Doctor of Philosophy in Education early in the academic year in (c) and (d). This rule applies only to candidates matriculating since September, 1912.

A seminar of fifteen sessions is conducted by members of the Faculty on certain Monday evenings during the academic year for candidates for the degree of Doctor of Pedagogy or that of Doctor of Philosophy in Education. Attendance is required, and credit is given as in other courses.

Courses in the Graduate School and Graduate School Degrees

The School of Pedagogy is closely affiliated with the School of Commerce and with the Graduate School of the University, and students of the School of Pedagogy who wish to fit themselves for positions in secondary schools or colleges may, in connection with their pedagogical work, pursue advanced academic courses in their

specialties in these Schools. A limited number of such courses may be substituted, by special permission of the Faculty of the School of Pedagogy, for professional courses in that school. A special four-year course for teachers of Commercial branches is given jointly by the School of Pedagogy and the School of Commerce (See p. 47). Matriculated students of the School of Pedagogy may pursue such courses in the Graduate School upon payment of the usual tuition fees of that school without matriculating in the Graduate School. Students who wish to enroll themselves as candidates for the degrees of Master of Arts and Doctor of Philosophy, with Education as their major subject, as well as for the degree of Master and Doctor of Pedagogy, must at the time they become candidates for these degrees apply for matriculation in the Graduate School, as well as in the School of Pedagogy. Certain courses in Education included in the curricula of both schools, will be accepted for credit toward the degrees of both. These courses are P166, P171, P176, P206, P211, P216, P221, P251, P252, P256, P257, P258, P266, P267, P271, P272, P273, P274, P275, P301, P306, P351, P406, P421.

COURSES IN SUMMER SCHOOL, 1913

The following courses in Pedagogy given in the New York University Summer School of 1913 will be accepted for credit in the School of Pedagogy.

Art. Principles of Design, 1 hour, Dr. Haney; Practice of Design, 1 hour, Dr. Haney; Methods of Teaching the Arts, 1 hour, Dr. Haney.

Biology. Special Course in Anatomy for Teachers, 2 hours, Miss Hamilton.

Domestic Art. Basketry, 1 hour, Mrs. Consalus; Primary Construction Work, 2 hours, Mrs. Consalus; Methods and Textiles, 1 hour, Mrs. Consalus; Dressmaking, 2 hours, Mrs. Thomae; Costume Designing, 1 hour, Mrs. Consalus; Hand Sewing, 1 hour, Mrs. Thomae; Embroidery, 1 hour, Mrs. Consalus; Millinery, 2 hours, Miss Hall.

Education. History of Education, 2 hours, Prof. Horne; Seminar in History of Education, 1 hour, Prof. Horne; Principles and Methods of Teaching, 2 hours, Dr. Taylor; Principles of Education and Methods of Teaching, 2 hours, Prin. Roberts; School and Class

Management, 2 hours, Dr. Paul; General Method, 1 hour, Dr. Williams; Development of Secondary Education, 1 hour, Mr. Bunker; Comparative School Systems, 1 hour, Mr. Bunker; Experimental Pedagogy, 2 hours, Asst. Prof. Radosavljevich; Reading and Dramatic Interpretation, 1 hour, Dr. Edmund; Model Teaching, 1 hour, Dr. Edmund; Methods in H. S. Physics, 1 hour, Prof. Arnold; Principles Underlying Methods and Discipline, 1 hour, Dr. Klapper; Methods of Teaching in Elementary Schools, 1 hour, Dr. Klapper; Methods of Teaching English in Elementary Schools, 1 hour, Dr. Klapper; Tree Studies, 1 hour, Miss Mosher.

Education of Defective Children. Psychology of Defectives, 1 hour, Asst. Prof. Gesell; Pedagogy of Defectives, 1 hour, Dr. Goddard; Observation and Practice in Model School, 1 hour, Miss Anderson and Miss Boehne; Laboratory Course on Tests of Intelligence, 1 hour; Clinic—Medical and Psychological, 1 hour, Asst. Prof. Gesell; Seminar on Supervision and Administration of Defectives, 1 hour, Miss Anderson and Miss Boehne; Seminar on Mental Defectiveness, 1 hour, Dr. Goddard; Manual Art for Defectives, 1 hour, Mr. Griswold; Administrative and Social Aspects of Special Class, 1 hour, Asst. Prof. Gesell.

Gardens; Methods of Preparing and conducting Gardens for the Education of Children, 2 hours, Mr. Parsons.

Home Economics. General Course, 2 hours, Mrs. Carothers and Miss Gorton; Advanced Course, 2 hours, Mrs. Carothers and Miss Gorton.

Kindergarten Education. Programme making and Method in the Kindergarten, 1 hour, Miss Mills; Kindergarten Technique—Gifts, 1 hour, Miss Mills; Kindergarten Songs, Rhythms and Games, 1 hour, Miss Merriman and Miss Mills; Stories and Story Telling, 1 hour, Miss Mills; Content and Meaning of Froebel's Mother Play, 1 hour, Miss Mills; Seminar in Kindergarten Education, 1 hour, Miss Mills.

Music. First Year Courses: Sight Reading, $\frac{1}{2}$ hour, Mr. Scales; Rote Songs and Dictation, $\frac{1}{2}$ hour, Miss MacConnell; Study of Material in Primary Grades, $\frac{1}{2}$ hour, Mr. Scales; Methods of Teaching Music in Primary Grades, $\frac{1}{2}$ hour, Asst. Prof. Dütting; Rudiments of Music, $\frac{1}{2}$ hour, Mr. Brower. *Second Year Courses:* Sight Reading, $\frac{1}{2}$ hour, Mr. Scales; Dictation, $\frac{1}{2}$ hour, Miss MacConnell; Study of

Material in Grammar Grades, $\frac{1}{2}$ hour, Mr. Scales; Methods of Teaching Music in Grammar Grades, $\frac{1}{2}$ hour, Asst. Prof. Dütting; Melody Writing, $\frac{1}{2}$ hour, Dr. Tapper. *Third Year Courses:* Sight Reading, $\frac{1}{2}$ hour, Miss MacConnell; Dictation, $\frac{1}{2}$ hour, Miss MacConnell; High School Music, $\frac{1}{2}$ hour, Dr. Rix; Practice Teaching, $\frac{1}{2}$ hour, Asst. Prof. Dütting; Harmony, $\frac{1}{2}$ hour, Dr. Tapper; Chorus, $\frac{1}{2}$ hour, Dr. Rix. *General Courses:* Appreciation of Music, 1 hour, Mr. Bibb; Pianoforte Literature, 1 hour, Mr. Bibb; The Modern Opera, 1 hour, Mr. Bibb.

Attendance

No student who has not attended eighty per cent. of the lectures of an entire course can receive credit for such course except by special vote of the Faculty.

Credits

The unit of credit in the case of lecture courses and seminars is thirty hours of class-room work. In case of practice courses, one hour of credit is given for three hours of work; except in physical training, where one hour of credit is allowed for two hours of practice work, and no credit is given unless such practice work is taken in connection with the lecture course to which it relates.

Fees

A matriculation fee of \$5 is payable upon the filing of an enrollment card for the first time in the School of Pedagogy. This fee is paid but once during the student's connection with the school.

The regular fee for instruction in each course of two hours a week is \$15 for the year, and in each course of one hour a week \$10 for the year, payable before November 15. In the Domestic Art courses all fees are payable immediately upon enrollment.

If a student is absent or fails in an examination he may take the examination with the succeeding class a year later without charge. Special examinations may be granted for satisfactory reasons at the discretion of the instructor, in which case a fee of \$2 is charged and is paid into the library fund at the Bursar's Office.

A special fee of \$1 will be charged in case of all students who register for the work of the first term after October 18.

The graduation and diploma fee for each degree is \$10.

No student is permitted to take the final examinations whose fees have not all been paid. All fees are to be paid to the Bursar of the University, and no registration is complete until the payment of the required fee is made.

Living Expenses

Students can obtain good board, including room, for \$8 and upward per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Secretary.

Fellowships and Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500 founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895, by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE EDWARD R. SHAW SCHOLARSHIP of \$2,000, founded by the students and alumni of the School of Pedagogy and members of the Woman's Advisory Committee, in memory of Dr. Shaw, late Dean of the School, for the benefit of teachers of the metropolitan district.

P. S. 104 SCHOLARSHIP of \$1,000, given by Miss Rose N. Yager. The scholarship provides tuition for one student each year, appointed by the Secretary with the approval of the Principal of Public School No. 104, New York City. Only teachers of the above-named school are eligible.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific,

St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$180 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year.

Candidates for Endowed Fellowships and Scholarships, except the Shaw Scholarship and the Public School No. 104 Scholarship, will note the following conditions:

The applicant must state his age, and submit his scholastic and professional record in full, showing what branches of study he has pursued and with what success, what degrees he has won, what positions he had filled and with what success, together with testimonials of character and of ability to profit by advanced university study of pedagogy.

The applicant must be of sound health and free from any physical infirmity.

The applicant must state whether it is his intention to pursue studies at the University School of Pedagogy for one or for two years. Applicants entering for the entire course of resident study for two years will receive preference over applicants who wish to enter for one year.

The holder of an endowed scholarship is not permitted to take other courses than those prescribed in the School of Pedagogy, or to engage in any remunerative work except by written permission of the Dean.

Holders of scholarships must reside in New York City or vicinity during the academic year. They must maintain a high standard of scholarship. They may each be called upon by the Faculty to spend not over one hour daily, outside of their class hours, in assisting the Librarian or a professor.

The violation of any of these conditions immediately vacates the scholarship.

One-third of the annual value of the scholarship is paid on the 15th day of December, one-third on the 15th day of March, and the remaining third on the 5th day of June.

Holders of scholarships or fellowships are not exempt from the payment of an enrollment fee of \$5.

Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Dean of the School not later than September 1. The assignment is usually made much earlier.

The Pi Alpha Society

This is a student's society and has for its object to cultivate a broader social life and a closer unity among students and graduates. The active membership consists of the students and the graduates of the School of Pedagogy; students of the Graduate School and of the Washington Square Collegiate Division may become associate members.

University Philosophical Society

This Society was organized in 1910 by students of the School of Pedagogy and of the Graduate School for the study of philosophic problems. Meetings are held once a month throughout the school year. Membership is open to all students of the University interested in philosophy. The annual dues are one dollar. The Society undertakes to publish each year the best thesis submitted in the Philosophy of Life course. The best thesis for the year 1912 was submitted by Miss Silvie de G. Coster on "*The Development of the Spiritual Life as an Aim in Education.*"

Employment of Teachers

The Registrar of the University will communicate with Boards of Trustees and Superintendents of schools who may be seeking teachers well equipped in Pedagogy as principals or superintendents of public schools, or as teachers in colleges, normal schools, training schools, etc. Students seeking such positions are invited to furnish data in regard to their academic and professional training and experience to the Registrar. A number of teachers are placed in good positions every year. The demand for teachers has been greater than the supply.

OUTLINE OF INSTRUCTION

All the courses of the School are arranged in six main groups, each group having two Divisions, designated respectively as "General" and "Advanced." Each course is so numbered as to indicate both the Group and the Division to which it belongs, the *hundreds* indicating the Group and the *fifties* the Division.

The General courses are open to all students of the school; the Advanced courses only to graduates of approved colleges and to such other well prepared students as may be admitted by unanimous vote of the Faculty.

Group I. Foundation Courses

General

- D101. Geography of the Land. 30 hours. Professor Woodman. Page 24.
- D102. Geography of the Ocean and Atmosphere. 30 hours. Professor Woodman. Page 24.
- 106. The Physical Nature of the Child. 30 hours. Professor MacDougall. Page 25.
- D111. Psychology. (Introductory Course). 60 hours. Professor Lough. Page 25.
- 116. Descriptive Psychology. 60 hours. Professor MacDougall. Page 25.
- 121. Genetic Psychology. 30 hours. Professor MacDougall. Page 26.
- 126. Laboratory Psychology. 60 hours. Professor Lough. Page 26.
- 136. Ethics. 60 hours. Professor Shaw. Page 26.
- 138. Logic. 30 hours. Professor Horne. Page 27.
- D142. Principles of Sociology. 60 hours. Dr. Binder. Page 27.
- D146. Introduction to Philosophy. 60 hours. Professor MacDougall. Page 27.
- 147. School Hygiene. 30 hours. Dr. Crampton. Page 27.

Advanced

- 151. Experimental Psychology. 60 hours. Professor Lough. Page 28.
- 156. History of Ancient and Mediæval Philosophy. 60 hours. Professor Shaw. Page 28.

161. History of Modern Philosophy. 30 hours. Professor MacDougall. Page 28.
166. Anthropological Study of School Children. 60 hours. Assistant Professor Radosavljevich. Page 29.
171. Child Study. 30 hours. Assistant Professor Radosavljevich. Page 29.
176. Teacher's Philosophy of Life. 30 hours. Professor Horne. Page 30.
- G III. Anthropology and Folk Lore. 60 hours. Assistant Professor Binder. Page 30
- G VI. Social Efficiency. 60 hours. Assistant Professor Binder. Page 31.

Group II. Science of Education

General

201. Educational Psychology. 60 hours. Professor Lough. Page 31.
206. Principles of Education. 60 hours. Dean Balliet. Page 32.
211. General Method. 30 hours. Dean Balliet. Page 32.
216. Moral Education. 30 hours. Professor Horne. Page 32.
221. Religious Education. 30 hours. Professor Horne. Page 33.

Advanced

251. Introduction to Primary Method. 30 hours. Professor MacDougall. Page 33.
252. Seminar in General Method. 30 hours. Dean Balliet. Page 33.
257. Seminar in Experimental Pedagogy. 60 hours. Assistant Professor Radosavljevich. Page 34.
258. Seminar in Experimental Didactics. 30 hours. Assistant Professor Radosavljevich. Page 34.
266. Research in Educational Problems. 30 hours. Professor Lough. Page 34.
267. Seminar in Educational Psychology. 30 hours. Professor Lough. Page 35.
271. Seminar in Education. 30 hours. Dean Balliet. Page 35.
272. Laboratory Research in Educational Psychology. 60 hours. Professor Lough and Assistant Professor Radosavljevich. Page 35.
273. Economy and Hygiene of Learning. 30 hours. Assistant Professor Radosavljevich. Page 36.

274. Laboratory Experimental Pedagogy. 30 hours. Assistant Professor Radosavljevich. Page 36.
275. Modern Tendencies in Pedagogy. 30 hours. Assistant Professor Radosavljevich. Page 37.

Group III. History of Education

General

301. History of Education. 60 hours. Professor Horne. Page 38.
306a. Educational Classics. (Greek and Roman.) 30 hours. Professor Horne. Page 38.
306b. Educational Classics. (Modern Naturalists.) 30 hours. Professor Horne. Page 39.
306c. Educational Classics. (Modern Realists.) 30 hours. Professor Horne. Page 39.

Advanced

351. Seminar in the History of Modern Education. 60 hours. Professor Horne. Page 39.

Group IV. Special Methods

General

401. Methods in Arithmetic and Reading. 30 hours. Dean Balliet. Page 40.
418. Content and Method in Elementary Geography. 60 hours. Professor Woodman. Page 40.
420. Methods in English. 30 hours. Dr. Klapper. Page 41.
421. Methods in History. 30 hours. Dr. Sullivan. Page 42.
426. Methods of Teaching Modern Foreign Languages. 30 hours. Dr. Krause. Page 42.
431. Observation. 60 hours. Professor Lough. Page 43.
432. Methods in Biology. 30 hours. Mr. Hunter. Page 43.

Group V. Organization and Administration

General

501. School Administration and Supervision. 30 hours. Dr. Perry. Page 44.

*Group VI. Special Types of Education***General**

- 601. Education of Backward Children. 30 hours. Dr. Goddard.
Page 44.
- 602. Manual Training for Teachers of Defectives. 30 hours. Mr.
Griswold.
- 605. Principles of Kindergarten Education. 30 hours. Miss Mills.
Page 45.
- 616. Domestic Art. Dressmaking. 90 hours. Miss Close and Mrs.
Consalus. Page 46.
- 617. Domestic Art, Cord, Raffia and Basketry. 90 hours. Mrs.
Consalus. Page 46.
- 621. Domestic Art. Methods and Textiles. 30 hours. Mrs. Con-
salus. Page 46.
- 716. Home Economics. 30 hours. Mrs. Williams. Page 47.

Group VII

- 801. Commercial Education. Four year course to prepare teachers
of commercial branches in secondary schools. (A special cir-
cular will be issued regarding this work.) Page 47.

Group VIII. Free Courses

- 901. Pupil Self Government. 15 hours. Dr. Schlockow. Page 48.
- 902. Principles and Methods of Sex Education. 10 hours. Special
Lectures (see special circular). Page 50.

SCHEDULE OF LECTURES, 1913-1914

Hours: 10-12	3.45-4.45	4.45-5.45
Monday	116 Descriptive Psychology (4) Dr. MacDougall ‡216 Moral Education (7) Dr. Horne ‡266 Research in Educational Problems (9) Dr. Lough ‡166 Anthropological Study of School Children (2) Dr. Radosavljevich	116 Descriptive Psychology (4) Dr. MacDougall ‡166 Anthropological Study of School Children (2) Dr. Radosavljevich 901 Moral and Civic Training through Pupil Self Government (10) Dr. Schlockow
Tuesday ‡272 Laboratory Research and Experimental Psychology (9) Drs. Lough and Radosavljevich	‡306c Educational Classics (Modern Realists) (7) Dr. Horne D101 Geography of the Land (2) (First Term) Dr. Woodman D102 Geography of the Ocean and Atmosphere (2) (Second Term) Dr. Woodman	‡176 Teachers Philosophy of Life (7) Dr. Horne ‡257 Seminar in Experimental Pedagogy (9) Dr. Radosavljevich D101 Geography of the Land (2) (First Term) Dr. Woodman D102 Geography of the Ocean and Atmosphere (2) (Second Term) Dr. Woodman 605 Principles of Kindergarten Education Miss Mills
	201 Educational Psychology (9) Dr. Lough 417 Content and Method in Elementary School Geography (2) Dr. Woodman 420 Methods in English (7) Dr. Klapper	‡252 Seminar in General Method (7) Dean Balliet 201 Educational Psychology (9) Dr. Lough 417 Content and Method in Elementary School Geography (2) Dr. Woodman
Thursday ‡271 Seminar in Education (1) Dean Balliet	251 Introduction to Primary Method (4) Dr. MacDougall 126 Laboratory Psychology (9) Dr. Lough ‡421 Methods of Teaching History (7) Dr. Sullivan	‡401 Method in Arithmetic and Reading (7) Dean Balliet 121 Genetic Psychology (4) Dr. MacDougall 126 Laboratory Psychology (9) Dr. Lough
Friday	‡351 Seminar in History of Modern Education (7) Dr. Horne 426 Methods in Foreign Languages (4) Dr. Krause D142 Principles of Sociology (11) Dr. Binder	‡351 Seminar in History of Modern Education (7) Dr. Horne 501 School Administration (4) Dr. Perry D142 Principles of Sociology (11) Dr. Binder 147 School Hygiene Dr. Crampton

Evening Courses

Departmental Seminar for all candidates for the doctorate will be held on Monday evening from 7.30-9.30.
 ‡GVI Social Efficiency (11) Friday evening from 7-9. Dr. Binder

Numbers in Parentheses indicate Class Room. Where no letter precedes the number the class room is on the IXth floor.

C preceding the number indicates that the room is on the VIIth floor; G indicates that it is on the Xth floor.
 Courses marked (‡) are credited also in Graduate School.

SCHEDULE OF LECTURES (Continued)

Saturday

9.15-10.15	10.15-11.15	11.15-12.15
‡206 Principles of Education (10) Dean Balliet ‡258 Seminar in Experimental Didactics (2) Dr. Radosavljevich ‡136 Ethics (1) Dr. Shaw 161 History of Modern Philosophy (4) Dr. MacDougall ‡267 Seminar in Educational Psychology (9) Dr. Lough 432 Methods of Teaching Biology (7) Mr. Hunter 616 Domestic Art (Dressmaking) (5) Miss Close and Mrs. Thomae 617 Domestic Art (Cord, Raffia and Basketry) (3) Mrs. Consalus	‡206 Principles of Education (10) Dean Balliet ‡136 Ethics (1) Dr. Shaw 106 Physical Nature of the Child (4) Dr. MacDougall 138 Logic (7) Dr. Horne ‡271 Laboratory Experimental Pedagogy (2) Dr. Radosavljevich 616 Domestic Art (Dressmaking) (5) Miss Close and Mrs. Thomae 617 Domestic Art (Cord, Raffia and Basketry) (3) Mrs. Consalus	156 History of Ancient and Medieval Philosophy (1) Prof. Shaw ‡301 History of Education (10) Dr. Horne D111 Psychology (Introductory Course) (9) Dr. Lough 601 Education of Defectives (C3) Dr. Goddard ‡275 Modern Tendencies in Education (2) Dr. Radosavljevich 616 Domestic Art (Dressmaking) (5) Miss Close and Mrs. Thomae 617 Domestic Art (Cord, Raffia and Basketry) (3) Mrs. Consalus ‡GIV Anthropology and Folklore (11) Dr. Binder
12.15-1.15	2.15-3.15	3.15-4.15
156 History of Ancient and Medieval Philosophy (1) Prof. Shaw ‡211 General Method Dean Balliet ‡301 History of Education (10) Dr. Horne D111 Psychology (Introductory Course) (9) Dr. Lough ‡273 Economy and Hygiene of Learning (2) Dr. Radosavljevich 601 Education of Defectives (C3) Dr. Goddard 621 Domestic Art (Methods) (5) Mrs. Consalus ‡GIV Anthropology and Folklore (11) Dr. Binder	D146 Introduction to Philosophy (4) Dr. MacDougall 171 Child Study (2) Dr. Radosavljevich 716 Home Economics (3) Mrs. Williams 602 Handwork for Teachers of Defective Children (9) Mr. Griswold	D146 Introduction to Philosophy (4) Dr. MacDougall 602 Handwork for Teachers of Defective Children (9) Mr. Griswold

Numbers in Parentheses indicate Class Room. Where no letter precedes the number the class room is on the IXth floor.

C preceding the number indicates that the room is on the VIIIth floor; G indicates that it is on the Xth floor.

Courses marked (‡) are credited also in Graduate School.

DESCRIPTION OF COURSES

D101. Geography of the Land

Room 2

PROFESSOR WOODMAN

2 hours a week. First Term. Tuesday, 4-6.

This course and the following comprise a scientific discussion of those phases of advanced physical, commercial and political geography, a knowledge of which will aid teachers in elementary schools in presenting with greater clearness those elements of the subject which children can comprehend.

The general nature of the course is indicated by the following topics which, among others, will be specifically discussed:—

How rivers make their valleys; how mountains waste away; the formation of “peneplains” and the meaning of “cycles of erosion”; Niagara Falls and its history; rock caves and their origins; natural bridges, how canyons are formed—Grand Canyon, Yosemite Valley; lakes—their history and their place in commerce; fjords and other harbors—history and characteristics of coast lines; the ice age and its effects upon man and his neighbors.

D102. Geography of the Ocean and Atmosphere

Room 2

PROFESSOR WOODMAN

2 hours a week. Second Term. Tuesday, 4-6

To a certain extent this is a continuation of Course D101, but either course may be taken without the other. Topics treated include:—

The earth as a whole, as embraced in that part of geography commonly called mathematical.

Heating and cooling the air; winds; formation of rain and snow; causes determining our daily weather; teaching children to use weather maps; how weather is predicted; climate and its bearing upon human activity.

The ocean—its extent, depth, bottom pressure, life at various depths; effect of the ocean and its currents upon climates; tides and their work; the continental shelf;—its life, its relation to the history of the lands.

Methods of work and devices will be suggested as opportunity arises.

Note—Laboratory and field work supplementary to these courses is offered in the Summer School.

106. The Physical Nature of the Child**Room 4****PROFESSOR MACDOUGALL****1 hour a week. Saturday, 10.15–11.15**

In this course the functions and relations of the body will be considered in relation to education and the care of the child. Beginning with a sketch of the relation of the physical organism to its environment, the nature and functions of foods, stimuli, perception and reaction will be taken up in succession. The great functions of the body and the conditions of health will next be considered, together with a selection of such special topics as exercise, work and play, fatigue, rest and sleep. The course will close with a discussion of common sensory and motor defects, of the relation of functional and nutritional conditions to mental efficiency and of certain aspects of hygiene, such as physical habits, cleanliness and sanitation. The work will consist of lectures, discussions and prescribed reading.

DIII. Psychology (Introductory Course)**Room 9****PROFESSOR LOUGH****2 hours a week. Saturday, 11.15–1.15**

An introduction to the systematic study of Psychology. The course will begin with a description of the nervous system, its structural and functional organization, and its significance as a physical basis for a study of mental phenomena. This will be followed by a careful study of the more important facts of normal mental life—attention, perception, memory, reasoning, emotion, volition, etc. Simple psychological experiments will be performed by the class during the year.

116. Descriptive Psychology**Room 4****PROFESSOR MACDOUGALL****2 hours a week. Monday, 3.45–5.45**

The aim of this course is to make the student acquainted with the processes of the normal human mind, and to train him in the methods of psychological observation and study. The work of the course will consist of lectures, prescribed reading and the preparation of themes. The course of lectures will be based upon the systematic study of a text-book of psychology. The written exercises will consist of the report of introspective studies intended to introduce the student to the concrete problems with which the psychologist has to do.

121. Genetic Psychology**Room 4****PROFESSOR MACDOUGALL****1 hour a week. Thursday, 4.45-5.45**

This course forms an introduction to the study of development in the child and the race. I. The general phenomena of adaptation in the human individual. Habit formation and the system of ideas. II. The mental development of the individual. Preorganized tendencies; impulsive movements; imitative and adaptive reactions. Infant activities, the child mind, adolescence, mind in maturity and old age. III. The derivation of mental characters. Factors of heredity and training. Physical inheritance, recapitulation and variation. Evolution of the mechanisms of sensation and movement. Mental inheritance, range of factors and methods of study; mental stability and variation.

The course of study will consist of lectures, prescribed reading and the presentation and discussion of reports upon assigned topics.

126. Laboratory Psychology**Room 9****PROFESSOR LOUGH****2 hours a week. Thursday, 3.45-5.45**

The object of this course is twofold: to demonstrate the fundamental facts and principles of psychology by means of simple experiments, and to give a knowledge of the methods and results of experimental psychology and thus to prepare the student to undertake the independent investigation of special problems. The course will include a study of sensations, after images, attention, memory, habit, perception, motor response, fatigue, etc. During the latter part of the course an opportunity is afforded to take up the experimental investigation of a limited number of special problems connected with educational psychology.

The course is open only to those who have taken, or are taking, course 116, or its equivalent.

136. Ethics**Room 1****PROFESSOR SHAW****2 hours a week. Saturday, 9.15-11.15**

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight. The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

One hour of the course may be taken separately.

138. Logic

Room 7

PROFESSOR HORNE

1 hour a week. Saturday, 10-15-11.15

An elementary course. A study of the outlines of inductive, deductive, and organic thinking, with especial reference to the methods of discovery and proof, to probability and certainty, to fallacies, and to the unity of thought. The underlying aim of the course is to make logic of practical value to teachers and other students. The work will be based on a text (*Creighton, Introductory Logic*), readings, and class reports.

D142. Principles of Sociology

Room 11

DR. BINDER

2 hours a week. Friday, 4-6

The province of sociology; the elements, structure, forces and control of society; the laws and causes of progress.

D146. Introduction to Philosophy

Room 4

PROFESSOR MACDOUGALL

2 hours a week. Saturday, 2.15-4.15

This course is designed to serve as a general introduction to philosophical study. It seeks to develop critical reflection in regard to problems which are certain to arise in the mind, and to suggest their possible solutions. The discussions will be freed as much as possible from technicalities, and no preliminary training in philosophical study will be necessary.

147. School Hygiene and Methods in Hygiene

DR. CRAMPTON

1 hour a week. Friday, 4.45-5.45

The first part of this course will deal with the most important phases of school hygiene, including among other topics the following: the lighting of school rooms; ventilation, including the results of the most recent investigations; school baths; contagious diseases; eye, ear, and mouth defects; fatigue and overpressure; the seating of pupils; the hygiene of instruction; recesses; etc.

The second part will discuss methods of teaching the subject of personal hygiene in the elementary schools, and will include among other topics the following: the nature and importance of the subject; racial hygiene; subjective versus objective methods; the habit principle; instruction

as determined by (1) physiological stage, (2) nascent instinct, (3) paramount interests, (4) new elements, (5) daily inspection and daily routine, (6) home hygiene, (7) mothercraft, (8) anti-tuberculosis measure, etc.; the hygiene of instruction; personal hygiene and hygiene of the teacher; correlation with other subjects; physical training, play and folk dancing; school organization and management in relation to instruction in hygiene; tests of efficiency in hygiene and hygienic measures.

The course will consist of lectures, discussions and reports on required reading.

151. Experimental Psychology

Room 9

PROFESSOR LOUGH

2 hours a week

This course is intended to give extended practice in the technique of Experimental Psychology. The membership of the class will be limited. The topics to be studied will be determined after consultation. Each student will be assigned a special topic for experimental investigation, and the results of all such investigations will be discussed by the entire class. (Advanced Course.)

156. History of Ancient and Mediæval Philosophy

Room 1

PROFESSOR SHAW

2 hours a week. Saturday 11.15-1.15

This course consists of two parts: the first is devoted to a study of antique thought in its development; the second is made up of readings from Plato and Aristotle. The aim of the work is to analyze the plastic ideals of the Greeks, and to compare them with modern speculative methods.

One hour of the course may be taken separately. (Advanced Course.)

161. History of Modern Philosophy

Room 4

PROFESSOR MACDOUGALL

1 hour a week. Saturday, 9.15-10.15

A review of the development of modern philosophical thought, from its beginning in the sixteenth century to the present time. In addition to a study of the systems of classical writers, the character of successive movements will be considered, both as philosophical currents and in their bearing upon general social phenomena. Especial attention will be given to those writers who have close technical relations to the history of education. Systematic reading will be required in connection with the course.

166. Anthropological Study of School Children

Room 2

DR. RADOSAVLJEVICH

2 hours a week. Monday, 3.45-5.45

This course will deal primarily with the measurements of school children, including some biological interpretations of the child's growth and development. It will cover the following fields:

A. *History*.—Anthropometric measurements in America, Germany, France, England and Russia, with special reference to the method and ideals of the Martin-Meumann school. School anthropology in relation to physical anthropology, biology, sociology, and education. Postulates of modern school anthropology.

B. *System*.—Which will include (1) Growth in height and weight (measurements of the height and weight of the body); the weight index; (2) Growth of parts and organs during school age; (3) School cephalometry (the main head measurements; cephalic indices and formulæ; (4) School dynamometry (measurements of physical energy of school children; measurements of lung capacity or vitality; indices of vitality and physical capacities); (5) sense tests in school room; (6) school colorimetry; (7) other anthropometric measurements; (8) school dactyloscopy and school criminology.

The course will conclude with the statistical-experimental study of the inheritance of acquired physical and mental traits, with special reference to Galton's and De Candolle's investigations. The course will consist of lectures, practical training in anthropometric measurements, essays and discussions. (Advanced Course.)

171. Child Study

Room 2

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. Saturday, 2.15-3.15

This course will supplement the courses in Experimental Pedagogy and School Anthropometry and will consist of three parts:

I. *Introductory*.—What is meant by Child Study? Its relation to experimental pedagogy, pedagogical anthropology, and the science of education. Value of child-study for educators in general, and teachers in kindergartens and elementary schools in particular. Postulates of modern child study.

II. *History of Child Study*.—In Europe and America, with special reference to the original contributors to the study of children below school age.

The past and present of paidological journalism; child-study congresses and institutions; literature of child study; methods of studying children below school age. Old and new classifications of child study. Difference between child study and experimental pedagogy. Present scientific tendencies in

child study; the Hall School in America and the Meumann School in Germany. Russian laboratory for studying the child.

III. *Systematic Study of Children below the School Age.*

(A) The prenatal life. (B) The age of the new born (6-8 days after birth). (C) The age of the first infancy (until 2 years of age). (D) The age of infancy proper (until 6 or 7 years).

The course will include a detailed study of:

(1) *The Evolution of the Central Nervous System.*

(2) *Experiments Showing the Development of the Various Senses.*

(3) *Development of Language: The Outer Speech Form:* Period of the involuntary movements as an expression of mental experience; the stage of the non-articulated sounds; the stage of the simplest and easiest sounds; period of echo-language; period of spontaneous babbling; onomatopoetic stage; the stage of the creative spontaneous expression of the articulate sounds; the stage of learning the words heard; the stage of the constant widening of the speech acquisition on the basis of word construction.

The inner Speech Form (word-meaning): Grammatical development of words. The causes of the child's speech errors: in stammering; stuttering; rattling or blustering, and tone-deafness. *The development of concepts and judgments.* Three kinds of concepts (primitive, individual, general). Content of the mind of children entering school. *Development of the Child's deductive ability and his style.* *Development of the child's will.* Hand-movements and arm movements. Imitation. Child's scribble stage and first efforts at drawing; certain typical motor adjustments and activities. What is meant by children's instincts? *Children's feelings and their expression.* *The future of child study.*

The course will consist of lectures, essays and discussions.

176. The Teacher's Philosophy of Life

Room 7

PROFESSOR HORNE

1 hour a week. Tuesday, 4.45-5.45

It is the purpose of this course to show the bearings of the different main philosophies upon education and the teacher's profession, and to suggest the lecturer's own standpoint. Among the topics that will be discussed are: Pragmatism, Empiricism, Rationalism, Phenomenalism, Realism, Agnosticism, Dualism, Materialism, and Idealism. The members of the class will be encouraged to formulate for themselves a philosophy of their own professional work and of life. The best thesis presented in this course is printed as a prize by the New York University Philosophical Society. This course should be elected only by college graduates. (Advanced Course.)

GIII. Anthropology and Folklore.

Room 11

ASSISTANT PROFESSOR BINDER

2 hours. Saturdays 11.15-1.15

Description of human races; their distribution over the globe, early human remains; types of languages and cultures. Primitive men, mental and physi-

cal. Mythology, morality, religion, art and education; castes and their functions, laws and customs. Special emphasis will be placed on the mythology of early peoples, and students will be introduced to the great epics of the Greeks, Teutons, and Finns.

Open only to college graduates.

GVI. Social Efficiency.

Room 11

ASSISTANT PROFESSOR BINDER

2 hours a week. Fridays 7-9

This course consists of four parts. In the first the gradual growth of social consciousness is traced (a) through religious ideas, *e. g.*, the pantheons of the Greeks and Romans, monotheism, and the universal church; (b) through political institutions, *e. g.*, the Althing of the Teutons and the Town Meeting of New England. In the second, the relation between social organization and social efficiency is examined; the material used for this purpose are the laws and customs of the Babylonians, Greeks, Romans, Anglo-Saxons, and Japanese. In the third, the increasing and deliberate stress laid on social efficiency is emphasized, particularly in the realms of education and government among the Germanic and Anglo-Saxon peoples. In the fourth, a critique is given of the various political systems in relation to social efficiency and a comparison made between industrial and cultural conceptions of social efficiency.

Open only to college graduates.

201. Educational Psychology

Room 9

PROFESSOR LOUGH

2 hours a week. Wednesday, 3.45-5.45

The aim of this course is to select for special study those topics in psychology which have the widest and most important application to the detailed work of education. The course will include such topics as the natural and artificial conditions which determine the development of the typical forms of mental life, the formation and significance of various principles of teaching; the psychological basis of method. It will also include a discussion of imitation, apperception, induction, habit, interest, etc.

The course is open only to those who have taken, or are taking, Course 116, or its equivalent.

206. Principles of Education

Room 10

DEAN BALLIET

2 hours a week. Saturday, 9.15-11.15

This course will consist of a series of lectures on the general principles underlying the science of education. The most important principles which biology, physiology, psychology and sociology have contributed to educational science will be considered and their practical application indicated. Some fundamental educational problems will be discussed in the light of evolution. Some of the special topics to be treated are the following: Brain localization and the light it throws on the problems of physical and manual training; eye-mindedness, ear-mindedness and motor-mindedness and their bearing on education; imitation, habit, inhibition, sense of rhythm, fatigue, etc., in their application to specific educational problems; the order of maturing of the nervous system in its bearing on education; the instincts and education; adolescence and some problems of secondary education; growth and its bearing on education; the doctrine of interest; principles determining the course of study; education and civilization.

211. General Method

DEAN BALLIET

1 hour a week. Saturday, 12.15-1.15

In this course will be discussed the general principles of method as determined by psychology on the one hand and the subject matter to be taught on the other. Among the topics to be discussed are the place of observation, induction, generalization and deduction; apperception; interest; the "Five Formal Steps," their value and their limitation; correlation of studies; principles of æsthetic and moral training; application of principles of method to the teaching of the various studies of the curriculum.

216. Moral Education

Room 7

PROFESSOR HORNE

1 hour a week. Monday, 3.45-4.45

An analysis of the forces that make human character with suggestions toward their educational control. Among the topics that will be discussed are, the nature of the human will, its relation to heredity, its relation to the natural and social environment, its stages of growth, its educational treatment, and the nature and limits of the ethical forces in improving human society. Organized efforts at moral education in different countries. Special experiments in moral education. Methods and plan of moral education

221. Religious Education**Room 7****PROFESSOR HORNE**

1 hour a week. (Not given 1913-1914.)

A psychological analysis of the religious nature of man with educational suggestions toward its cultivation. Among the topics that will be discussed are: the facts of the religious consciousness, the guiding principles of teachers, parents and ministers, in interpreting and handling these facts, the services of the home, school, and church to religious education, the use of the Bible and other sacred literatures, and the characteristics of Jesus as a religious teacher.

251. Introduction to Primary Method**Room 4****PROFESSOR MACDOUGALL**

1 hour a week. Thursday, 3.45-4.45

A study of the psychological basis of method in Primary School subjects. The nature of the processes involved in Speech, Reading, Writing and Spelling will be taken up with special reference to the character of the child's activity in acquiring these functions. The external conditions which affect learning, including physiological defects, will also be discussed. In the light of principles thus derived the merits of different systems will be compared and questions of class and individual method considered. The course will be conducted by lectures, discussions and the reading of selected literature. (Advanced Course.)

252. Seminar in General Method**Room 7****DEAN BALLIET**

1 hour a week. Wednesday, 4.45-5.45

The general aim of this course will be to study the principles of method underlying the teaching process, in the light of the best recent literature in English, German and French. It will involve the making of résumés of technical researches and of other scientific literature, which will be made the basis of class discussion. Disputed phases of methods will be discussed. Recent technical literature on such topics as apperception, interest and the thinking processes will be studied. A critical estimate of Herbartianism in relation to general method will be made. The recent results of experimental pedagogy and child psychology in their bearing on method will be discussed. Practical applications of principles established will be made for illustrative purposes to the studies of the elementary and secondary school curriculum. (Advanced Course.)

257. Seminar in Experimental Pedagogy. (Habit-Formation)

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. Tuesday, 3.45-4.45.

The aim of this course is to take up critically the problem of habit-formation in the light of experimental investigation with special reference to those studies which deal with the habit forming processes in school subjects.

There will be a few introductory lectures (1) on the aims of the experimental investigation of habit-formation; (2) on the scientific means of reaching these aims; (3) on the methods of such experimental studies; and (4) on the main problems in habit-formation experimentally considered. (Advanced Course.)

258. Seminar in Experimental Didactics

Room 2

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. Saturday, 9.15-10.15

The work in this course is based upon researches in experimental school didactics ("special experimental school pedagogy"), which will be carried on by those who look forward to academic degrees, or by those who are interested in the experimental investigations of school subjects. Students are expected to carry out original research, and to report on their work and on the literature of their subjects. There will be a few introductory lectures on the present and past methods and results of experimental study of school subjects as treated in German, French, English and Russian literature. Special reference will be made to the experimental study of children's drawing, writing, arithmetic, reading, spelling, modeling and singing. The course will conclude with a few summary lectures on the modern tendencies in school reforms from the point of view of experimental didactics. (Advanced Course.)

266. Research in Educational Problems

Room 9

PROFESSOR LOUGH

1 hour a week. Monday, 3.45-4.45

This course is intended for advanced students and to afford an opportunity for the scientific investigation of specific educational problems. The subjects taken up by each student will be determined after consultation. The following are some of the topics now under investigation: Formation of habits; memory; fatigue; course of pupils through the grades; relative value of oral and visual training in language and arithmetic, etc. The study of

these topics will be continued, and such other subjects will be taken up as the interest of the individual student may suggest.

Special permission is required for enrollment. (Advanced Course.)

267. Seminar in Educational Psychology

PROFESSOR LOUGH

1 hour a week. Saturday, 9.15 to 10.15

The purpose of this course is to bring together the scientific and original studies of our previous graduate students who made a permanent contribution to educational psychology. Each of the members of this course will have a chance to take up a new original study and lecture on it in the class. These lectures will be discussed in a seminar manner in order to stimulate high ideals in objective study and evaluation of the problems in educational psychology. (Advanced Course.)

271. Seminar in Education

Room 1

DEAN BALLIET

1 hour a week. Thursday, 10 A.M.

This course will be in the main a seminar course for students prepared to do advanced work. It will embrace a careful study of the recent technical literature in experimental psychology and experimental pedagogy bearing on education which has appeared in English, German and French. Students will be expected to write résumés of articles in scientific journals and of chapters in books, and such résumés will form the basis for discussion in class. A few problems for original research will be assigned to students who have had the necessary training in psychology. Among the topics to be discussed are such as the following: Aphasia in its bearing on the teaching of reading, writing and spelling; "inner speech" in relation to mental processes; the learning process in the light of experimental data; the motor factor in psychological processes and its bearing on education; the evolution of children's interests and ideals; recent experimental investigations in motor training. (Advanced Course.)

272. Laboratory Research in Educational Psychology

Room 9

PROFESSOR LOUGH AND ASSISTANT PROFESSOR RODOSAVLJEVICH

2 hours a week. Tuesday, 10-12.

The aim of this course is to give a thorough preparation in laboratory methods and technique to those students who are writing an academic thesis or who are interested in experimental, statistical or psychological investi-

gations of educational problems all in its phases. The work will consist of (1) practical investigations of individual students, and (2) critical evaluation of such studies in the light of previous similar investigations and postulates of modern educational psychology. (Advanced Course.)

273. Economy and Hygiene of Learning

Room 2

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. Saturday, 12.15-1.15

The aim of this course is to acquaint the students with the most important problem of experimental pedagogy: How to teach school children to learn most economically and hygienically the school task once understood? This course will pursue the following plan:

I. *Introduction*.—What is meant by economy and hygiene of learning? Its relation to economy and hygiene of teaching.

II. *Evolution of economy and hygiene of learning in pedagogy* (historically and experimentally considered), with special reference to experimental investigation of the following schools: (1) Ebbinghaus's School; (2) G. E. Muller's School; (3) Meumann's School, and (4) Wundt's School.

III. *Aims, methods and main results* of (1) questionnaire method; (2) statistical-comparative method; (3) laboratory experimental, method and (4) class-room experimental method in investigations of economy and hygiene of learning here and abroad.

IV. *Critical conclusions* in regard to the *modus operandi* in studying pedagogically the problem of economy and hygiene of pupil's learning. What is the next step to be taken in pedagogical laboratories or in the class-room tests? (Advanced Course.)

274. Laboratory Experimental Pedagogy (Advanced Course)

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. Tuesday, 4.15-5.15

The aim of this course is to give a thorough preparation in the methods and technique of experimental pedagogy, especially to those students who are preparing an academic thesis or are interested in experimental-pedagogical investigation of school children, and practical school problems. The program of this course will be as follows:

I. *Introductory*.—Importance of laboratory work in the theory and practice of education. Evolution of pedagogical laboratories. Their differences from the purely psychological, anthropological and school medical laboratories. The future of purely Pedagogical Laboratories.

II. *Methods in Pedagogical Laboratories*.—Its relation to (1) the psychologi-

cal and pedagogical introspective experience; (2) the questionnaire method; (3) psychological measurements and experiment; and (4) statistics. Laboratory or class-room experiments or both? Individual or collective school investigations or both? Why? How?

III. *Technique of Laboratory Experimental Pedagogy*.—This will include (1) a demonstration of previous pedagogical experiments in order to see the weak and strong points in collecting data, *modus operandi*, presenting tabularly and graphically the results and drawing conclusions from them; to pave a way for better, *i. e.* more economical and practical school pedagogical scientific investigations; (3) to make outlines for individual research work. (Advanced Course.)

275. Modern Tendencies in Pedagogy

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. Saturday, 10.15–11.15

The purpose of this course of lectures is to give a critical pedagogical presentation of new movements in education here and abroad. The course will follow this plan:

I. *Introduction*.—The causes, principles, and means of modern tendencies in school education. The reasons of their success and failures. Criterion in judging pedagogically the school educational movements.

II. *Primarily Practical Group of Movements*.—A. Free Schools in Russia; B. Theoretical exponents of free schools (Ellen Key, Masaryk, Clerny, Trstenjak, etc.) C. Mannheim. *School System in Europe*: History, aim, plan, principles, results and critics. D. *Outdoor Schools* in Europe, with special reference to Reddie's and Lietz's schools. E. *Open Air* in Europe and America. F. The *Montessori System*. What is new and what is old in it? Social importance of it. Is it based on scientific pedagogy?

III. *Primarily Theoretical Movements*.

a. *Scientific Pedagogy*: 1. Meumann's Experimental Pedagogy. 2. Lay's Experimental Didactics. 3. G. St. Hall's Biological Pedagogy. 4. Stern's Differential Pedagogy. 5. Social Pedagogy here and abroad. 6. Pathological Pedagogy here and abroad. 7. Modern School Anthropology here and abroad.

b. *System of Education as a Science*. 1. Objections to the science of education. 2. Rein's Systematische Pädagogik and modern psychological and logical foundations of pedagogy. 3. Cultural *versus* chronological study of history of education, with special reference to von Cuvaj's work in Croatia.

IV. *Primarily Practico-Theoretical Movements*. 1. German School Reform *Bund*. 2. Experimental schools in Germany and America, with special

reference to Kerschensteiner's work and Dewey's school in Chicago. 3. International and Race Education. Mission Pedagogy.

V. *General Summary and Critical Conclusion.*

These lectures are for all students, teachers and friends of general education.

301. History of Education

Room 10

PROFESSOR HORNE

2 hours a week. Saturday, 11.15-1.15

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticise educational systems and theories in the light of what is regarded as sound educational doctrine.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples, it glances rapidly at the civilizations of the Orient, and then makes a detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of education in the Middle Ages, and discusses the various causes—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristics of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a résumé of the educational principles collected during the survey of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine.

306a. Educational Classics (Greek and Roman)

Room 7

PROFESSOR HORNE

1 hour a week. (Not given 1913-14).

This course makes a study of the most celebrated pedagogical writings of ancient times. Parts of Plato's *Republic*, Plato's *Laws*, Xenophon's *Cyropædia*, Aristotle's *Politics*, Quintilian's *Education of an Orator* and Plutarch's *Training of Children*, are critically studied. The aim is to trace the educational ideals of the writers; to show the relation between those

ideals and the civilization of the period, on the one hand, and, on the other, the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, Course 301. It will be given only every third year.

306b. Educational Classics (Modern Naturalists)

Room 7

PROFESSOR HORNE

1 hour a week. (Not given 1913-14.)

This course makes a study of the most celebrated pedagogical writings of modern times. Rousseau's *Emile*, Pestalozzi's *Leonard and Gertrude*, Herbart's *Outlines of Educational Doctrine* and Froebel's *Education of Man* are critically examined. The object aimed at is (1) to ascertain their inner consistency; (2) their relation to the civilizations of their times; and (3) the elements which they contribute to sound educational philosophy. This course will be open only to those who have taken, or are taking, Course 301, and will be given only every third year.

306c. Educational Classics (Modern Realists)

Room 7

PROFESSOR HORNE

1 hour a week. Tuesday, 3.45-4.45

The texts read in this course will be Comenius, *The Great Didactic*; Locke, *Thoughts on Education*; Spencer, *Education*; Huxley, *Science and Education*. For the aim of the course, see under 306b. This course will be open only to those who have taken, or are taking, Course 301, and will be given only every third year.

351. Seminar in the History of Modern Education

Room 7

PROFESSOR HORNE

2 hours a week. Friday, 3.45-5.45

The object of this course is to train students in the independent investigation of problems in the history of education. For the year 1912-13 the problem selected by the individual student may involve an intensive study of some phase of modern education, or it may involve an extensive study of some contemporary educational problem in the light of its history. Especial attention will be paid to the relations between the history of philosophy and the history of education. Readings, discussions, reports, and a thesis. (Advanced Course.)

401. Method in Arithmetic and Reading

Room 7

DEAN BALLIET

1 hour a week. Thursday, 4.45-5.45

ARITHMETIC.—The first part of this course will embrace a discussion of the principles underlying the teaching of arithmetic and a detailed study of the best methods of presenting the various phases of the subject in elementary schools. Some of the topics that will be discussed are the following: The nature of number; how the child gains his first conceptions of number; the number conceptions of primitive peoples as compared with those of children; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching primary arithmetic; methods of teaching arithmetic in grammar schools; the relation of arithmetic to algebra and to geometry; a brief sketch of the history of method in arithmetic.

READING.—Following the above there will be a discussion during the second term of the problem of teaching reading in elementary schools. Among the topics which will be studied are the following: The analysis of the mental processes involved in reading; eye-movements and reading pauses; oral reading and silent reading, the specific function of each; how a child acquires an oral vocabulary; acquisition of a printed vocabulary; the sentence method; word method and phonic method; diacritical marks, their use and abuse; learning to read and reading to learn; rapid silent reading; the art of skipping; how to select reading matter; literature in the grammar schools; brief history of methods of teaching reading.

418. Content and Method in Elementary School Geography

Room 2

PROFESSOR WOODMAN

2 hours a week. Wednesday, 4-6

The two halves of this course, *either of which may be taken separately*, are especially designed for teachers who deal with the subject of geography in primary and grammar grades.

In the first course subject matter is emphasized, in the second method. The scope of the former is, as far as possible, that covered by the New York and New Jersey State syllabii, and by those of New York and nearby cities.

Students desiring credit for this course in Pedagogy will be given special papers dealing with the pedagogical aspect of the subject.

420. **Methods of Teaching English in Elementary Schools** Room 7

DR. KLAPPER

1 hour a week. Wednesday, 3.45-4.45

This course will begin with an application of the problems of general method to the teaching of English in the elementary schools. The underlying problem of the year's work will be, "What are the permanent educational values of an elementary course in English and how can we best give these to our children."

The course will open with a brief discussion of the standards in terms of which a sound course in English must be judged. The relative methods of courses of study in various city school systems and the special needs of New York City Schools will then be outlined.

The more important part of the course will be divided into two parts, "The Teaching of Composition" and "The Teaching of Literature."

(a) The Teaching of Composition will approach the problem from two viewpoints. The expressional aspect of composition, which regards composition as an art and concerns itself mainly with well organized and forceful oral expression, will be taken up first. This will be followed by a study of the formal aspect of composition, which deals in the main with the science side of written speech. Among the important topics that will be considered in this part of the course will be: the teaching of the formal laws of composition; the value of the model in composition; the place of formal grammar in the elementary school; the relation of grammar to composition; methods of teaching grammar; the teaching of spelling and dictation; the enrichment of the vocabulary, i. e. the "meaning and use lesson"; etc.

(b) The Teaching of Reading will form the concluding part of the course. In considering the details of methods which govern the teaching of reading in all grades, the guiding aim will be "How can the elementary school teacher inculcate a love for good reading." Such topics as the principles governing sound methods in primary reading, reading in the intermediary grades, 3A-6B, the teaching of literary masterpieces, the place of dramatization in literary teaching, "giving the literary sense," the evolution of the growing child's interests, the reading matter for the pre-adolescent and the adolescent of both sexes, will receive careful consideration.

The course will be conducted by lectures, discussions and short reports of pedagogical problems assigned to members of the class. Systematic reading in such books as Chubb, "The Teaching of English," Goldwasser, "Methods and Methods in English," Cooley, "Language Teaching in the Grades," etc., will be required.

421. Methods of Teaching History in the Elementary Schools

Room 7

DR. SULLIVAN

1 hour a week. Thursday, 3.45-4.45

This course will consist of a series of lectures and exercises on methods of teaching history with reference to the work of the primary and grammar schools. The course will open with a brief statement of the educational value and scope of history and the aims of history teaching. Children's interest at different ages in the various phases of history, and the order in which the different phases of the subject are to be taken up will be studied. Some of the subjects to be treated are the following: The working up of a topic; the place of the story; the place of biography; the heroic and dramatic in history; how to develop in children conceptions of time and the meaning of dates; the place of the history of social customs; economic institutions; wars; political parties; inventions; industrial institutions; government; relations of history to other subjects in the curriculum, particularly geography; periods of history; the use of the text; note-books; notes and outlines; maps; charts; blackboards; reference books; sources; tests; examinations; reports; pictures; lantern slides; local history; lesson planning; reviews and criticism of texts; the elimination of the unimportant in history, the curriculum of the Committee of Eight; its relation to the high school curriculum of the Committee of Seven and of the Committee of Five; the curricula of the elementary schools of our large cities; the curricula of the elementary schools of England, France and Germany; the preparation of the teacher; the organization of subject matter for presentation to a class; the history recitation; departmental teaching.

Each student will be called upon to make reports on at least three days of observation work in classes of history of various grades in the elementary schools of New York City and vicinity.

426. Methods of Teaching Modern Languages

Room 4

DR. KRAUSE

1 hour a week. Friday, 3.45-4.45

The purpose of the course will be to familiarize the members of the class with modern methods of teaching German and French, with especial emphasis upon the *direct method* which has been so successfully employed in Germany, in France and in Scandinavian countries, and which has been practically compulsory in New York since February, 1912. The course is intended for students and for teachers of German or French in elementary or secondary schools. It will cover methods of teaching both languages. The exigencies

of actual class-room work will always be kept in mind. The following are some of the topics to be discussed: The history and present status of modern language instruction in Europe and in America; the training of modern language teachers; the aims and methods in teaching modern languages; the teaching of pronunciation, oral work, reading and writing, grammar and syntax; habit-formation in modern language instruction; international pupils' correspondence. Reports on important publications.

Model lessons will be given by the instructor to illustrate clearly the various problems in progressive modern language teaching in America.

431. Observation

PROFESSOR LOUGH

(Not given 1913-14.)

The aim of this course is to give students the opportunity for a careful study of the best methods of teaching the various subjects of the elementary and high school curricula. To this end visits will be made to the best public and private schools of New York and vicinity. Opportunity will be afforded for the study of special phases of school work. This course will consist of visits to schools, reports and discussions. Special permission is required for enrollment.

432. Methods in Teaching Biology in Secondary Schools Room 7

MR. HUNTER

1 hour a week. Saturday, 9.15-10.15

Lectures, model lessons and reports. The object of this course is to prepare the student for teaching biology under the rather peculiar conditions existing in New York City. Attention will also be given to the development of a course fitted for an urban community. The following topics will be treated. The purpose and value of science in the secondary school. Nature study in its relation to secondary school biology. General science vs. biological science. Principles determining the content of the science course. Botany, zoölogy and human physiology vs. general biology. The syllabi of New York City and state and the New Jersey state syllabus; how and what to teach in these outlines. Types of biological courses, processes vs. types, applied biology and what it means, civic biology and its place. The meaning of the movement toward agriculture. Content of a general course, the differences in content of the city course and that given in the small community. How to successfully manage field and museum trips; their place in a well-balanced course. Details of value in making up a practical biological course. Methods of the laboratory and class room. The problem

method, its use and modifications. Developmental method in laboratory and recitation periods. Biological equipment, methods of preserving and collecting, apparatus making, and texts and reference books found useful in an elementary course.

501. School Administration

Room 4

DR. PERRY

1 hour per week. Friday, 4.45-5.45

The course considers in detail the problems of the school principal and the class teacher. The foundation is laid in a consideration of the place of the school in the State and the consequent relationships of parents, pupils, and school officers. Specific problems in organization and administration are reviewed, such as time schedules, promotions, examinations, etc. About half the course is given to the topic of discipline. The work is presented through lectures, discussion, and collateral reading. The chief texts are Bagley's *Classroom Management* and Perry's *The Management of a City School*.

601. Education of Backward and Feeble-Minded Children Room C3

DR. GODDARD

2 hours every other week. Saturday, 11.15-1.15

This course will take up the problem of education of children of low mentality, attempting to deduce the principles underlying such education. Among the topics to be covered will be the definition, classification and determination of types; tests and methods for picking out the mentally defective; special discussion of the Binet, DeSanctis, Norsworthy and other tests of mental development; characteristics of the various types of defectives, what may be expected from them and the fundamentals of treatment; causes of backwardness, including the hereditary elements; methods of studying and their relation to treatment; discussion of the various mental processes in the life of mental defectives, and the condition of these processes in the various degrees of defect.

Some time will be devoted to the brain condition of defectives of the various types; to the problem of discipline; the origin, causes, treatment and cure of truants and incorrigibles; the ideal school-room for defective children; the course of study and methods of management and teaching. Attention will be given to those persons who are defective, not so much in the growth of intelligence as in the "development of the feelings, normality of will, self-assertion and self-criticism, of social attitude and of emo-

tional control," those higher processes, the arrest of which gives rise to the wayward boy and girl. The so-called moral imbeciles will be treated, the liar and sex perverts. The emotions of defective children will be shown as measured by the psychometer; their endurance and rate of fatigue as shown by ergographic experiments; the condition of memory as illustrated by the difference between related and unrelated words; their artistic sense as shown by their ability to draw pictures; the relation of co-ordination to the degree of defect as shown by test with the precision apparatus, and the reasoning power as shown by the judgment used in placing forms in the block test. Other special tests will be used to illustrate the various phases of the subject. The course will be illustrated by charts, diagrams and lantern-slides.

While the same in outline as last year the course for 1913-14 will comprise much new matter—including a rather complete outline of a course of training for ungraded classes.

CLINICS.—Frequent clinics will be held, at which backward and defective children from the public schools will be examined in the presence of the class and their examination made the basis of later discussion. Either the whole or one-half of this course may be combined for purposes of credit with 602 following. The first lecture will be given October 11th.

(The Manual Training for teachers of defectives is given in the Summer School, and during the collegiate year by Mr. Griswold.)

N. B. A course in Anatomy of special interest and help to teachers of defective children will be given in the Collegiate Division by Miss Helen M. Hamilton, Supervisor of Special Classes, Jersey City, N. J. Public Schools. The course will be held on Saturdays, 11.15-1.15, alternating with the above course. For description of the course, see Bulletin of the Collegiate Division.

605. Principles of Kindergarten Education

Room 9

MISS MILLS

1 hour a week. Tuesday, 4.45-5.45

This course will consist of a series of lectures and discussions dealing with the general principles underlying kindergarten theory and practice. The relation of the kindergarten to the primary school will be considered as giving rise to new problems of supervision.

Some of the special subjects to be treated are the following:

Child interests, instincts, and characteristic activities as indicating steps in child development; classification of characteristic activities as available for the child's normal development; the organized materials of the kindergarten principles, values, and method of administration.

Other topics to be considered are such as relate to the present issues in kindergarten; its relationship to the elementary school; problems of supervision.

This course is planned to meet the need of kindergarten teachers, supervisors of kindergarten and primary schools, and school superintendents who wish to make a general study of the philosophy and educational principles underlying kindergarten theory and practice.

616-621. Domestic Art

MRS. A. L. JESSUP, Director

The classes in Domestic Art are intended to fit teachers for special work, but are open to all who desire to add a knowledge of this subject to their general pedagogical equipment.

The instruction will include methods of teaching and supervision as well as technical work.

Credit will be given by the Board of Examiners of the New York City Schools for these courses in Domestic Art, and the New York University certificate will be accepted in lieu of one year's professional training in the case of teachers holding License No. 1.

616. Domestic Art (Dressmaking)

MISS CLOSE AND MRS. THOMAE

3 hours a week. Saturday, 9.15-12.15

This course includes instruction in needlework, machine sewing, drafting, illustration of stitches, costume designing and practical dressmaking.

The fee for material is \$5.00.

617. Domestic Art (Cord, Raffia and Basketry)

MRS. CONSALUS

3 hours a week. Saturday, 9.15-12.15

This course, which is suitable for kindergarten and primary grades, includes instruction in cord and raffia work, weaving, chair-caning, woven and coiled basketry. Fee, \$4.00.

621. Domestic Art (Methods and Textiles)

Room 5

MRS. CONSALUS

1 hour a week. Saturday, 12.30-1.30

This course will consist of lectures on methods of teaching and supervision of Domestic Art, and on fibres and textiles.

716. Home Economics—Methods and History

Room 3

MRS. WILLIAMS

1 hour a week. Saturday, 2-3

This course covers the subject as taught in the public schools of the City of New York, and is given in connection with the course at the University Summer School. It will prepare teachers holding license No. 1 for positions in Evening or Vacation Schools and will shorten the time required in the summer course for those wishing to teach in the day elementary schools. The course will include the study of food materials, the principles of nutrition, selection of foods and marketing, the history of cooking, sanitation, house decoration and the principles of psychology as related to the subject and the planning of lessons. Sufficient practical work will be given by the Instructors to illustrate the theory given in the lectures. Theory of color and abstract color schemes will be given the first year in house decoration, and the second year will include a study of furniture, rugs, textiles and the making of model rooms.

801 PROFESSIONAL COURSE IN COMMERCIAL EDUCATION

The following special course for training teachers of commercial subjects in secondary schools has been organized by combining such courses, now given in the School of Commerce, Accounts and Finance and in the School of Pedagogy of the University, as will best meet the needs of such students.

The requirement for admission is graduation from an approved secondary school in a four years' course. Advanced credit will be given for work of collegiate grade already done.

Special circular giving detailed information will be furnished on application.

First Year.

First Term.

Bookkeeping,
Business English,
Industrial History,
Commercial and Industrial Geography,
Corporation Finance,
Law of Contracts,
Political Economy.

Second Term.

Principles of Accounting,
Business English,
Industrial History,
Commercial and Industrial Geography,
Corporation Finance,
Law of Agency,
Practical Economic Problems.

Second Year.

First Term.

Accounting Practice,
 Cost Accounting,
 Money and Credit,
 Commercial Foreign Language,
 Psychology (Introductory Course),
 Law of Sales, Shipments, and man-
 agement of Personal Property,
 Mortgages of Real Estate and Per-
 sonal Property,
 Business Organization.

Second Term.

Accounting Practice,
 Cost Accounting,
 Theory and History of Banking,
 Commercial Foreign Language,
 Psychology (Introductory Course),
 Law of Bankruptcy, Wills and Ex-
 ecutors and Administrators,
 Business Organization,
 Principles of Insurance.

Third Year,

First Term.

Advertising,
 Salesmanship,
 Principles of Education,
 General Methods of Teaching,
 Office Management,
 Commercial Foreign Language,
 History of Commercial Education.

Second Term.

Advertising,
 Salesmanship,
 Principles of Education,
 General Methods of Teaching,
 Psychology of Business,
 Commercial Foreign Language,
 History of Commercial Education.

Fourth Year.

First Term.

Commercial Foreign Language,
 Advanced Accounting Problems,
 Methods in Vocational Teaching,
 Methods of Teaching Accounting,
 Organization and Administration of
 Commercial Schools,
 Four hours to be elected from School
 of Pedagogy or School of Com-
 merce Curriculum.

Second Term.

Commercial Foreign Language,
 Advanced Accounting Problems,
 Vocational Seminar,
 Methods of Teaching Accounting,
 Commercial and Industrial School
 Systems,
 Business Ethics,
 Four hours to be elected from School
 of Pedagogy or School of Com-
 merce.

901. Moral and Civic Training through Pupil Self-Government

DR. SCHLOCKOW

1 hour a week. First Term. Monday, 4.45-5.45

The aim of this course is to make a critical study of moral character devel-
 opment especially in public schools. An introductory survey will emphasize

the importance of this problem to our future social and political well-being; morality as social right living; the static and dynamic aspects of moral training, and the cognitive and volitional processes involved in conduct; the generally unsuccessful attempts, past and present, to bridge knowledge (moral insight) and practice. The importance of an ethical environment for moral training will be indicated, and the value of self-government in schools and institutions as furnishing an environment permitting the free expression of the self in its relation to others, will be shown; the relations established between the different social units in a system of self-government beget notions of social rights and obligations, the foundations of social morality.

Descriptions of different forms of self-government plans; the McDonough School, the George Junior Republic, the Ray System, and similar experiments; their aims, characteristics, and conditions. Various plans of self-government in public schools analyzed critically to determine their merits and defects. How to develop the essentials of self-government in a simple form. Distinction between the duties of the private citizen and those of the official, and their relative importance in training for citizenship. Detailed discussion of the problem of introducing self-government in a public school; age at which it is feasible; developments made possible by greater age and maturity of pupils. How the law-making department may be organized on various plans and the merits of each; modifications of plans desirable in schools having both sexes; number of officers desirable; modes of nomination and election and relative advantages; manner of enacting laws, and the veto power of the principal and the teacher; organization of a court in a simple form; kinds of penalties that are practicable in a school. Self-government as a "laboratory method" of training in self-control.

The course will consist of fifteen lectures, ten of which will be given by Dr. Oswald Schlockow, Principal of Public School 109 Brooklyn, the remainder by special lecturers who are engaged in carrying out different methods of moral and civic training.

As the expense of this course has been provided for by special donation to the University, no tuition charge will be made. Students who desire credit for it must pass the required examinations, and if they have never before been enrolled in the school of Pedagogy, must pay also the usual enrollment fee. To students not desiring credit there will be no charge of any kind and they will be exempt from examinations.

902. Principles and Methods of Sex Education.

(By different lectures.)

This course will consist of ten lectures, and will be given by men and women of high standing in the medical profession and by educators who

have had experience in giving instruction in this vital subject. The lectures will deal with the biological, hygienic, and ethical aspects of the problem, and will discuss in detail the matter and method of presenting the subject to adults and to young people in and out of school. While the course is especially planned to aid teachers, it will also be of interest to parents and social workers.

The funds for this course have been provided by the American Federation for Sex Hygiene, which makes it possible for the School of Pedagogy to offer it without any tuition charge.

A special circular giving the hours for the lectures, a full outline of the course and the names of the lecturers, will be sent on application.

ADVERTISEMENT

THE HARRIETTE MELISSA MILLS KINDERGARTEN
TRAINING SCHOOL

Affiliated with New York University
New York University Building, Washington Square, East,
New York City

FACULTY

HARRIETTE MELISSA MILLS

Kindergarten Education

JAMES E. LOUGH, PH.D.

(School of Pedagogy) Psychology

HERMAN HARRELL HORNE, PH.D.

(School of Pedagogy) History of Education

ELSIE A. MERRIMAN

Kindergarten and Primary Music, Voice Culture, Oral English

EUNICE FLORENCE FAULKNER

Art and Drawing

THOMAS M. BALLIET, PH.D.

(Dean of School of Pedagogy) Special Lecturer in Methods

MAUD LINDSAY

Special Lecturer in Stories and the Art of Story Telling

BERTHA JOHNSTON

Special Lecturer in Home Occupations and Mothers' Meetings

RAYMOND C. OSBURN, PH.D.

(Barnard College) Special Lecturer in Biology

The school is organized for the training of teachers for kindergarten and primary work, and offers to graduates of approved secondary schools a two year's course leading to a diploma. This course is approved by the New York State Board of Regents and by New York City Board of Education.

The school is assisted by professors of the School of Pedagogy, and students are offered exceptional advantages for regular and special courses in pedagogical studies.

By special arrangement, the kindergarten department of the Summer School at University Heights offers courses that may be taken for credit toward the diploma of the training school.

School opens on September 27th, 1913.

Miss Mills, Principal, may be seen daily at University Heights during the summer session, July 1st to August 11th, and at the school on Washington Square, daily after September 22nd, from 11 to 2 o'clock and at other times by appointment. For further information, address

MISS HARRIETTE MELISSA MILLS, *Principal.*

SUMMARY OF UNIVERSITY STATISTICS

1912-1913

DIVISIONS	Professors	Lecturers	Instructors	Assistants	Other Officers	Total Officers	Total Students	Degrees Conferred 1912
I. ARTS AND SCIENCE.								
1. College of Arts and Pure Science.....							201	28
2. School of Applied Science.....							208	54
3. Graduate School....	44	52	22	13	15	146	328	45
4. Summer School.....							645	
5. School of Pedagogy..							378	15
6. Washington Square Collegiate Div....							449	42
7. School of Commerce..	13	23	11	9	6	62	1,800	118
II. LAW.								
8. University Law School	9	3	5		4	21	643	195
9. Woman's Law Class..	1		3			4	60	
III. MEDICINE.								
10. University Medical College	44	20	43	22	50	179	518	80
11. Veterinary College....	12	2	1			15	16	3
IV. GENERAL.								
12. Library.....					7	7		
Grand Total.....	123	100	85	44	82	434	5,246	580
Deduct for names counted twice.....	11	10	4	7		25	275	
Net Total.....	112	90	81	37	82	409	4,971	580

In the above total "auditors" are not reckoned, nor students of the Extramural Division. More than one thousand of these students are in attendance in the various schools of the University.

Special circulars of the various schools will be sent free upon application to the Registrar, New York University, Washington Square, N. Y. In writing please state which circular is desired. The General Catalogue will be sent upon receipt of twenty-five cents.

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16 SEP 1914

NEW YORK UNIVERSITY BULLETIN

Vol. XIV

JUNE 19, 1914

No. 16

SCHOOL OF PEDAGOGY

ANNOUNCEMENTS

FOR THE

TWENTY-FIFTH YEAR

1914 : : 1915



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16 SEP 1914

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CALENDAR

1914

Sept. 26,	Saturday,	Enrollment, Formal Opening.
Oct. 10,	Saturday,	University Day.
Oct. 17,	Saturday,	Last day for filing subject and outline of Doctor's Thesis.
Nov. 3,	Tuesday,	Election Day, Holiday.
Nov. 26-28,	Thurs, to Sat., in- clusive,	Thanksgiving Recess.
Dec. 23-Jan. 2, inclusive,		Christmas Holidays.

1915

Jan. 25-30,	Mon. to Saturday	First Term Examinations.
Feb. 1.	Monday,	Second Term Begins.
March 30-April 5,	Tues. to Monday, inclusive,	Easter Recess.
April 1,	Thursday	Application for degrees must be made on or before this date.
April 5,	Monday,	Last day for presenting Doc- tor's Thesis.
May 16-30,	Friday to Friday,	Final Examinations.
June 9,	Wednesday,	Commencement.

For information regarding the School of Pedagogy address Dean THOMAS M. BALLIET, PH.D., New York University, Washington Square, New York City. The Dean's office hours are Saturday, 11.15-12 A.M., throughout the year and Fridays in October, 3.30-5.

The office of the Secretary is open during the University year Monday-Friday, 10 A.M.-5 P.M., and Saturday, 9 A.M.-1.30 P.M. The Secretary's office hours are Wednesday 2-3.45 P.M., and Saturday, 9.15-11.15 P.M.

Circulars and information may be obtained also by mail or in person, from the University Registrar, GEORGE C. SPRAGUE, PH.D., at the University Building, Washington Square, East. The General Offices are on the tenth floor of the University Building, and are open after September 15, from 10 A.M. to 5 P.M.; on Saturdays in September 10-12 M.

SCHOOL OF PEDAGOGY
FACULTY

1914-1915

OFFICERS OF ADMINISTRATION

ELMER ELLSWORTH BROWN, PH.D., LL.D.,

Chancellor of the University.

THOMAS M. BALLIET, PH.D.,

Dean of the School of Pedagogy.

JAMES E. LOUGH, PH.D. PD.D.

Secretary of the School of Pedagogy.

FRANK A. FALL, M.A.,

Bursar of the University.

GEORGE C. SPRAGUE, PH.D.,

Registrar of the University.

FRANCES M. WOODWARD,

Librarian of the School of Pedagogy.

OFFICERS OF INSTRUCTION

PROFESSORS

THOMAS M. BALLIET, PH.D.,

Dean; Professor of the Science of Education.

ROBERT MACDOUGALL, PH.D.,

Professor of Descriptive Psychology.

JAMES E. LOUGH, PH.D., PD.D.,

Secretary; Professor of Experimental Psychology.

HERMAN HARRELL HORNE, PH.D.,

Professor of the History of Education and of the History of Philosophy.

CHARLES GRAY SHAW, PH.D.,

Professor of Ethics and Assistant Professor of Philosophy.

PAUL R. RADOSAVLJEVICH, PH.D., PD.D.,

Assistant Professor of Experimental Pedagogy.

RUDOLPH M. BINDER, PH.D.,

Assistant Professor of Sociology.

LECTURERS AND INSTRUCTORS

- META L. ANDERSON, *Education of Defective Children*
Supervisor of Special Classes in Newark, N. J., Public Schools.
- WILLIAM A. BARBER, B.C.S., *Methods of Teaching Commercial Subjects*
Instructor in Accounting, New York University.
- ROSE BEBB, M.D., *Anatomy and Physiology*
Instructor in Anatomy and Physiology, New York University.
- LEON A. CARLEY, PH.D., *Mental and Moral Delinquents*
Lecturer on Moral Delinquents, New York University.
- JANE G. CLOSE, *Domestic Art*
Supervisory Teacher of Domestic Art, New York City Schools.
- FRANCES H. CONSALUS, *Domestic Art*
Supervisory Teacher of Domestic Art, New York City Schools.
- C. WARD CRAMPTON, M.D., *School Hygiene*
Director of Physical Training, New York City Schools.
- ELIZABETH E. FARRELL, *Education of Defective Children*
Inspector of Ungraded Classes, New York City Schools.
- EDWARD D. FISHER, M.D. *Medical Clinic*
Professor of Mental and Nervous Diseases, New York University.
- CHARLES L. FRANK, *Methods of Teaching Stenography*
Lecturer on Commerce, New York University.
- HENRY H. GODDARD, PH.D., *Psychology of Defectives*
Director of Research, Training School for Backward and Feeble-minded Children, Vineland, N. J.
- EDWARD D. GRISWOLD, *Education of Defective Children*
Instructor in Manual Training, Stuyvesant High School.
- HELEN M. HAMILTON, B.A., PH.B., *Education of Defective Children*
Supervisor of Special Classes, Jersey City, N. J., Public Schools.
- WILLIAM R. HARPER, B.A., *Education of Defective Children*
Director of Games and Athletics, Brooklyn Training School for Teachers.

HENRY BUDD HOWELL, PH.D., *Experimental Didactics in Arithmetic*
Principal, Public School 27, Jersey City, N. J.

GEORGE W. HUNTER, M.A., *Methods of Teaching Biology*
Head of Biology Department, DeWitt Clinton High School,
New York City.

MRS. ANNE L. JESSUP, *Domestic Art*
Director of Domestic Art, New York City Schools.

CLAYTON CHARLES KOHL, PH.D., *High School Education*
Professor of Education, Mt. Holyoke College.

PAUL KLAPPER, PH.D., *Methods in English*
Assistant Professor of Education, College of the City of New
York.

CARL A. KRAUSE, PH.D., *Methods in Foreign Language*
Lecturer on Methods in Modern Foreign Languages.

MARIE F. MACCONNELL, *Music*
Teacher of Music, High Schools, New York City.

HARRIETTE MELISSA MILLS, *Kindergarten Education*
Principal, Harriette Melissa Mills Kindergarten Training
School.

ARISTINE P. MUNN, M.D., *Anatomy and Physiology*
Lecturer on Anatomy and Physiology, New York University.

ARTHUR C. PERRY, JR., PH.D., *School Administration*
District Superintendent of Schools, New York City.

CHARLES J. PICKETT, PH.D., *Industrial Education*
Principal, Vocational School, New York City.

JOHN E. REIGART, PH.D., *Speech Defects*
Principal Public School 166, Manhattan.

MORITZ E. SCHWARZ, *Music*
Director of Music, Public Schools of Jersey City, N. J.

JAMES SULLIVAN, PH.D., *Methods in History*
Principal, Boys High School, Brooklyn, N. Y.

THOMAS TAPPER, LITT.D., *Music*
Lecturer on Music Appreciation, New York University.

MRS. JOHANNA L. THOMAE, *Domestic Art*
Trade Dressmaker, New York City.

ELIZABETH A. WALSH, B.S., *Education of Defective Children*
Assistant Inspector of Ungraded Classes, New York City
Schools.

IRA S. WILE, M.D., *Educational Hygiene*
Member of Board of Education of New York City.

MRS. MARY E. WILLIAMS, *Home Economics*
Director, Department of Home Economics, New York City
Schools.

HENRY HORACE WILLIAMS M.A., B.D., *Logic*
Professor of Philosophy, University of North Carolina.

GENERAL STATEMENT

Departments

The School of Pedagogy as a professional school of equal rank with the other professional schools of the University was established by vote of the University Council on March 3, 1890. Previous to that date lecture courses in Pedagogy had been given for four successive years, and the School is in part the outgrowth of these courses. It was the first professional school of university grade for the study of education, in distinction from lectureships and professorships of education, established in this country.

The School has an Undergraduate Department and a Graduate Department.

As explained below, for matriculation in the Undergraduate Department a student must have completed the first two years of college work, or be a graduate of an approved State Normal School; for matriculation in the Graduate Department, he must hold a Bachelor's degree from a recognized college of Arts and Science.

The curricula of the two Departments are entirely distinct, except that to certain courses (Group B) in the Graduate Department are admitted during their senior year, students of high rank in scholarship in the Undergraduate Department.

The School is affiliated in its Undergraduate Department with the Washington Square College and the School of Commerce of the University, and in its Graduate Department with the Graduate School; students who wish to specialize in secondary work may take courses in these schools in connection with their pedagogical studies in the School of Pedagogy.

Location

The School of Pedagogy occupies the ninth floor of the University Building on the corner of Washington Square East and Waverly Place. The entrance to the elevators is on Waverly Place. The building is easily reached from any section of the Metropolitan District. The surface line from the Christopher Street Ferry to Brooklyn passes at University Place within one block of the build-

ing; the Broadway line at Waverly Place, the Bleecker Street and Eighth Street stations on the Sixth Avenue Elevated, the Ninth Street station on the Third Avenue Elevated, the Astor Place station of the Subway, and the Hudson Tunnel station at Ninth Street, are all within a few minutes' walk of the school.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are constantly being added.

The Public Library of the City of New York, located at Fifth Avenue and Forty-second Street, which contains the collections formerly at the Lenox and Astor branches, is within a fifteen minutes' trolley ride from the University Building. The Library of the academy of Medicine, 17 West Forty-third Street, contains among its large collection many valuable books necessary in pedagogical study and research, not to be found in any other library of the city. These great libraries are open free to students of the School.

Conditions of Matriculation

In the Graduate Department only graduates of approved colleges are matriculated. In the Undergraduate Department the completion of the first two years of work in an approved college, or graduation from a State Normal School or City Training School, approved by the New York State Education Department is required as a condition of matriculation.

Special students, properly qualified, are admitted to certain courses in the Undergraduate Department, but they cannot be candidates for the degree until they comply with the requirements for matriculation. College graduates who are not candidates for a degree are admitted as auditors in either department.

Directions for Registration

Applicants for matriculation are requested to make formal application and submit their credentials to the Secretary of the Faculty, if possible, before the formal opening of the School, which will be on Saturday, September 26, at 10.30 A.M.

Enrollment cards may be secured either at the Secretary's or at the Registrar's office. They must be filled out in duplicate, filed with Bursar and the enrollment fee paid before the student enters a class. In case an application for matriculation is rejected or the election of courses disapproved by the Dean, the enrollment fee will be refunded. Any change in the courses elected must have the approval of the Dean and can be made only upon a written request.

The offices of the School will be open for the reception of applications and credentials on and after September 21, from 10 A.M. to 5 P.M.

Members of the Faculty will be at the School daily on and after September 25 for consultation in regard to the election of courses.

The Fall term begins September 26. Saturday, October 17, is the last day for registration for students who wish to receive credit for first term courses. Special students not desiring credit are admitted at any time. There will be an examination in all classes in January, and students will be required to attend at least eighty per cent. of class exercises or lectures of the entire course in order to receive credit for the course. It will therefore be greatly to their advantage to register early.

Degrees

In the Graduate Department of the School of Pedagogy the University confers the degrees of Master of Pedagogy (Pd.M.) and of Doctor of Pedagogy (Pd.D.); and in the Undergraduate Department the degree of Bachelor of Science in Pedagogy (B.S.). Students matriculated in the Graduate School of the University are permitted to take certain courses in education in the School of Pedagogy as a major for the degrees of Master of Arts and Doctor of Philosophy.

The degrees of Master and Doctor of Pedagogy are recognized by the New York Board of Education as equivalent to the corresponding degrees of Master of Arts and Doctor of Philosophy and entitle the holders to the same privileges.

Requirements for the Degree of Bachelor of Science in Pedagogy

Graduates of State Normal Schools and City Training Schools matriculating for this degree are required to complete at least forty-

five hours of class-room work per week for the University year, thirty of which must be in academic subjects given in the Washington Square College, Summer School of Extramural Division; and fifteen in Pedagogy, given in the School of Pedagogy. Courses taken in Academic or pedagogical subjects in other approved colleges will be credited towards the required forty-five hours, except that at least fifteen hours must be taken in the University. Resident students devoting their full time to it can ordinarily complete these courses in three years; part-time students will require correspondingly longer. Certain of the pedagogical courses are required, depending on the line of work in which the student wishes to specialize, while others are elective. The selection of courses must in all cases have the approval of the Dean.

Students may specialize in secondary education, in elementary education, in education of defectives, in teaching music in schools, and in kindergarten education.

Since this degree involves virtually one year more of work than the ordinary A.B. or B.S. degree, advanced credit will be given in the School of Pedagogy toward the degrees of Master of Pedagogy and Doctor of Pedagogy to the extent of 8 hours of Graduate work (courses of Class B).

Students holding this degree will be granted the College Graduates Professional Provisional Certificate by the New York State Education Department on the strength of their diploma, and upon the subsequent completion of three years of successful teaching, will receive a State Life Certificate, without examination.

Requirements for the Master's Degree

Fourteen hours of class-room work per week for the University year is the minimum requirement for the degree of Master of Pedagogy (Pd.M.). These hours must include Courses B1, B6, B10, B12, together with six additional hours to be elected with the approval of the Dean.

In addition to the satisfactory completion of these courses, the student must present a certificate showing two years' successful experience in teaching. A high degree of scholarship is required in all courses taken.

Candidates for this degree must file written application not later than April 1, preceding the commencement at which the degree is to be conferred.

Requirements for the Doctor's Degree

In addition to the Master's Degree eleven hours of class-room work per week for the University year are required for the degree of Doctor of Pedagogy (Pd.D.).

These hours must be taken in group A; they must include the departmental seminar and such other seminars as the Faculty may appoint. The selection in all cases requires the approval of the Dean.

In addition to the satisfactory completion of these courses, the student must present a certificate showing two years' successful experience in teaching. A high degree of scholarship is required in all courses taken.

Thesis for the Doctorate. For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," must be delivered to the Secretary of the Faculty *not later than the first Monday in April* preceding the Commencement at which the conferring of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval before the third Saturday in October of the same academic year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern which may be seen in the library of the School. The Thesis upon its acceptance becomes the property of the University and can not be published by its author without the written consent of the Faculty.

Final Examination for Doctor's Degree. Candidates for the doctorate must successfully pass an oral examination before the Faculty of the School. Candidates shall be eligible for this examination only after the acceptance of the required Thesis. The examination shall be concerned with the following topics: (a) the subject matter of the Thesis presented by the candidate; (b) the general history of the period with which the Thesis is concerned (if the latter be his-

torical in character); (c) the history, principles and philosophy of education; (d) psychological theory.

A preliminary written examination is required of candidates for the degree of Doctor of Pedagogy or Doctor of Philosophy in Education early in the academic year in (c) and (d). This rule applies only to candidates matriculating since September, 1912.

A seminar of thirty two-hour sessions is conducted by members of the Faculty on Monday evenings during the academic year for candidates for the degree of Doctor of Pedagogy or that of Doctor of Philosophy in Education. Attendance is required, tuition charged, and credit given as in other courses.

Courses in the Graduate School and Graduate School Degrees

The School of Pedagogy is closely affiliated with the Washington Square College, the School of Commerce and the Graduate School of the University, and students of the School of Pedagogy who wish to fit themselves for positions in secondary schools or colleges may, in connection with their pedagogical work, pursue advanced academic courses in their specialties in these Schools. A limited number of such courses may be substituted, by special permission of the Faculty of the School of Pedagogy, for professional courses in that school. Matriculated students of the School of Pedagogy may pursue such courses in the Graduate School upon payment of the usual tuition fees of that school without matriculating in the Graduate School. Students who wish to enroll themselves as candidates for the degrees of Master of Arts and Doctor of Philosophy, with Education as their major subject, as well as for the degree of Master and Doctor of Pedagogy, must at the time they become candidates for these degrees apply for matriculation in the Graduate School, as well as in the School of Pedagogy. Certain courses in Education included in the curricula of both schools, will be accepted for credit toward the degrees of both. These courses are A1, A2, A5, A7, A10, A13, A15, A16, B1, B2, B12, B13, B15, B16, B17, B18, B22.

Attendance

No student who has not attended eighty per cent. of the lectures of an entire course in addition to passing the required examinations can receive credit for such course.

Credits

The unit of credit in the case of lecture courses and seminars is thirty hours of class-room work. In case of practice courses, one hour of credit is given for three hours of work; and no credit is given unless such practice work is taken in connection with the lecture course to which it relates.

Fees

Matriculation fee paid on entering the School of Pedagogy	\$5.00
Tuition fee for each 30-hour course.....	10.00
For each 60-hour course.....	20.00
Laboratory fee in Anatomy and Biology.....	5.00
Material fee, Housekeeping, Woodwork.....	3.00
Laboratory fee in Psychological Clinic and Pedagogical Anthropology.....	2.00
Diploma Fee.....	10.00

Courses at School of Philanthropy \$7.50 per hour per term.

All fees are to be paid to the Bursar of the University, who will then stamp the cards of admission, which are attached to the enrollment blank and which must then be presented by the student to the instructor before credit will be given for attendance. One-half of the tuition fees for the year must be paid on or before October 15, and the other half on or before February 15. When the total amount of fees does not exceed \$25, the whole amount must be paid October 15.

If a student is absent or fails in an examination he may take the examination with the succeeding class a year later without charge. Special examinations may be granted for satisfactory reasons at the discretion of the instructor, in which case a fee of \$2 is charged and is paid into the library fund at the Bursar's Office.

A student will not be entitled to credit in any of his courses until all unpaid fees have been paid.

Living Expenses

Students can obtain good board, including room, for \$8 and upward per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Secretary.

Fellowships and Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500 founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895, by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE EDWARD R. SHAW SCHOLARSHIP of \$2,000, founded by the students and alumni of the School of Pedagogy and members of the Woman's Advisory Committee, in memory of Dr. Shaw, late Dean of the School, for the benefit of teachers of the metropolitan district.

P. S. 104 SCHOLARSHIP of \$1,000, given by Miss Rose N. Yager. The scholarship provides tuition for one student each year, appointed by the Secretary with the approval of the Principal of Public School No. 104, New York City. Only teachers of the above-named school are eligible.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$180 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year.

Candidates for Endowed Fellowships and Scholarships, except the Shaw Scholarship and the Public School No. 104 Scholarship, will note the following conditions:

The applicant must state his age, and submit his scholastic and professional record in full, showing what branches of study he has pursued and with what success, what degrees he has won, what positions he had filled and with what success, together with testimonials of character and of ability to profit by advanced university study of pedagogy.

The applicant must be of sound health and free from any physical infirmity.

The applicant must state whether it is his intention to pursue studies at the University School of Pedagogy for one or for two years. Applicants entering for the entire course of resident study for two years will receive preference over applicants who wish to enter for one year.

The holder of an endowed scholarship is not permitted to take other courses than those prescribed in the School of Pedagogy, or to engage in any remunerative work except by written permission of the Dean.

Holders of scholarships must reside in New York City or vicinity during the academic year. They must maintain a high standard of scholarship. They may each be called upon by the Faculty to spend not over one hour daily, outside of their class hours, in assisting the Librarian or a professor.

The violation of any of these conditions immediately vacates the scholarship.

One-third of the annual value of the scholarship is paid on the 15th day of December, one-third on the 15th day of March, and the remaining third on the 5th day of June.

Holders of scholarships or fellowships are not exempt from the payment of the matriculation fee of \$5.

Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Dean of the School not later than September 1. The assignment is usually made much earlier.

University Philosophical Society

This Society was organized in 1910 by students of the School of Pedagogy and of the Graduate School for the study of philosophic problems. Meetings are held once a month throughout the school year. Membership is open to all students of the University interested in philosophy. The annual dues are one dollar. The Society undertakes to publish each year the best thesis submitted in the Philosophy of Life course. The best thesis for the year 1914 was submitted by Robert Sidney Ellis on "A Criticism of Fichte's Science of knowledge with especial attention to its value as the Basis for a Philosophy of Life."

Employment of Teachers

The Registrar of the University will communicate with Boards of Trustees and Superintendents of schools who may be seeking teachers well equipped in Pedagogy as principals or superintendents of public schools, or as teachers in colleges, normal schools, training schools, etc. Students seeking such positions are invited to furnish data in regard to their academic and professional training and experience to the Registrar. A number of teachers are placed in good positions every year. The demand for teachers has been greater than the supply.

OUTLINE OF INSTRUCTION

GROUP A

Courses open only to Graduate Students

Courses in brackets [] not given 1914-15.

Numbers in brackets indicate corresponding course 1913-14.

- A1. Departmental Seminar. 60 hours. Members of the Faculty. Monday, 7.30-9.30.
- A2. [271] Seminar in Education. 30 hours. Dean Balliet. Thursday, 3.45-4.45.
- [A3. [252] Seminar in Method. 30 hours. Dean Balliet. Not given 1914-15.]
- [A4. [251] Introduction to Primary Method. 30 hours. Professor MacDougall. Not given 1914-15.]
- A5. [161] History of Modern Philosophy. 60 hours. Professor MacDougall. Tuesday, 3.45-5.45.
- A6. [151] Experimental Psychology. 60 hours. Professor Lough. Hours to be announced.
- A7. [266] Research in Educational Problems. 30 hours. Professor Lough. Monday, 3.45-4.45.
- [A8. [267] Seminar in Educational Psychology. 30 hours. Professor Lough. Not given in 1914-15.]
- [A9. [272] Laboratory Research in Educational Psychology. 60 hours. Professor Lough. Not given in 1914-15.]
- A10. [306a] Educational Classics (Greek and Roman). 30 hours. Professor Horne. Tuesday, 3.45-4.45.
- [A11. [306b] Educational Classics (Modern Naturalists). 30 hours. Professor Horne. Not given 1914-15.]
- [A12. [306c] Educational Classics (Modern Realists). 30 hours. Professor Horne. Not given 1914-15.]
- A13. [351] Seminar in the History of Modern Education. 60 hours. Professor Horne. Friday, 3.45-5.45.
- A14. Advanced Logic. 30 hours. Professor Horne and Professor Williams. Saturday, 10.15-11.15.
- A15. [275] Modern Tendencies in Pedagogy. 30 hours. Assistant Professor Radosavljevich. Friday, 4.45-5.45.
- A16. [258] Seminar in Experimental Didactics. 60 hours. Assistant Professor Radosavljevich. Monday, 10-12.
- [A17. Seminar in Experimental Pedagogy. 60 hours. Assistant Professor Radosavljevich. Not given 1914-15.]

- [A18. [273] Economy and Hygiene of Learning. 30 hours. Assistant Professor Radosavljevich. Not given 1914-15.]
- [A19. [274] Laboratory Experimental Pedagogy. 30 hours. Assistant Professor Radosavljevich. Not given 1914-15.]
- [A20. [166] Anthropological Study of School Children. 60 hours. Assistant Professor Radosavljevich. Not given 1914-15.]
- A21. [136] Ethics. 60 hours. Professor Shaw. Saturday, 11.15-1.15.
- [A22. [156] History of Ancient and Mediaeval Philosophy. 60 hours. Professor Shaw. Not given 1914-15.]
- A23. (GI) Principles of Sociology. 60 hours. Professor Binder. Friday, 4-6.
- A24. (GVII) The Family and Eugenics. 60 hours. Professor Binder. Saturday, 9.15-11.15.
- A25. [501] School Administration. 30 hours. Dr. Perry. Friday 3.45-4.45.
- A26. Experimental Didactics of Arithmetic. 30 hours. Dr. Howell. Tuesday, 4.45-5.45.

GROUP B

Graduate Courses open also to Undergraduates and Special Students of High Standing

- B1. [206] Principles of Education. 60 hours. Dean Balliet. Saturday, 9.15-11.15.
- B2. [211] General Method. 30 hours. Dean Balliet. Wednesday, 3.45-4.45.
- B3. Methods in Arithmetic. 30 hours. Dean Balliet. Wednesday, 4.45-5.45.
- B4. Mental Development. 60 hours. Professor MacDougall. Thursday, 3.45-5.45.
- B5. [401] Methods in Geography and Reading. 30 hours. Dean Balliet. Thursday, 4.45-5.45.
- B6. [116] Descriptive Psychology. 60 hours. Professor MacDougall. Monday, 3.45-5.45.
- B7. [161] Modern Philosophy. 60 hours. Professor MacDougall, Saturday, 9.15-11.15.
- [B8. [146] Introduction to Philosophy. 60 hours. Professor MacDougall. Not given 1914-15.]
- [B9. [106] The Physical Nature of the Child. 30 hours. Professor MacDougall. Not given 1914-15.]
- B10. [201] Educational Psychology. 60 hours. Professor Lough. Thursday, 3.45-5.45.

- B11. [126] Laboratory Psychology. 60 hours. Professor Lough. Wednesday, 3.45-5.45.
- B12. [301] History of Education. 60 hours. Professor Horne. Saturday, 11.15-1.15.
- B13. [176] Teacher's Philosophy of Life. 30 hours. Professor Horne. Tuesday, 4.45-5.45.
- [B14. [216] Moral Education. 30 hours. Professor Horne. Not given 1914-15.]
- B15. [221] Religious Education. 30 hours. Professor Horne. Monday, 4.45-5.45.
- B16. [171] Child Study. 30 hours. Assistant Professor Radosavljevich. Monday, 4.45-5.45.
- B17. Practical Course in Pedagogical Anthropology (Normal and Abnormal Children). 60 hours. Dr. Radosavljevich and Dr. Munn. Saturday, 11.15-1.15.
- B18. Practical Study of Intelligence of School Children (Normal and Abnormal). 60 hours. Dr. Radosavljevich. Saturday, 9.15-11.15.
- B19. [147] School Hygiene. 30 hours. Dr. Crampton. Friday, 4.45-5.45.
- B20. Principles of High School Education. 60 hours. Professor Kohl. Wednesday, 3.45-5.45.
- B21. Observation in High Schools. 30 hours. Professor Kohl. Wednesday, 10-12.
- B22. [421] Methods in History. 30 hours. Dr. Sullivan. Thursday, 4.45-5.45.
- B23. [426] Methods of Teaching Modern Languages. 30 hours. Dr. Krause, Friday, 3.45-4.45.
- B24. [432] Methods of Teaching Biology in Secondary Schools. 30 hours. Mr. Hunter. Saturday, 9.15-10.15.

GROUP E

Undergraduate Courses Which Are Also Open to Properly Qualified Special Students

- E1. Anatomy of the Child. 30 hours. Dr. Munn and Dr. Bebb. Thursday, 3.45-5.45.
- E2. Physiology of the Child. 60 hours. Dr. Munn and Dr. Bebb. Friday, 3.45-5.45.
- E3. Educational Hygiene. 30 hours. (Second term.) Dr. Wile. Saturday, 11.15-1.15.
- E4. [111] Outlines of Psychology. 60 hours. Professor Lough. Saturday, 11.15-1.15.

- E5. Psychology of Defectives. 30 hours. (Second term.) Dr. Goddard. Saturday, 11.15-1.15.
- E6. Observation and Practice. 30 hours. (Second term.) Miss Farrell. Wednesday, 3.45-4.45.
- E7. Physical Education. 30 hours. (First term.) Mr. Harper. Tuesday, 4-6.
- E8. Plays, Games and Physical Exercise. 30 hours. (Second term.) Mr. Harper, Tuesday, 4-6.
- E9. Methods of Teaching with Special Reference to Mental Defectives. 30 hours. (First term.) Miss Anderson. Saturday, 11.15-1.15.
- E10. Methods of Teaching with Special Reference to Mental Defectives. 30 hours. Miss Walsh. Monday, 4.45-5.45.
- E11. Special Method in Sense Training. 30 hours. Miss Walsh. Monday, 3.45-4.45.
- E12. Observation and Practice (Advanced Course.) 30 hours. Miss Farrell. Wednesday, 3.45-4.45.
- E13. Organization and Management of Special Classes. 30 hours. Miss Farrell. Wednesday, 4.45-5.45.
- E14. Speech Defects. 30 hours. (Second term.) Dr. Reigart. Tuesday, 3.45-5.45.
- E15. Methods in Industrial Education for Defective Children. (First term.) 30 hours. Miss Hamilton. Saturday, 9.15-11.15.
- E16. Industrial Education for Defective Children. 60 hours. Miss Hamilton. Thursday, 3.45-5.45.
- E17. Wood Work for Defective Children. 30 hours. Mr. Griswold, Saturday, 11.15-1.15.
- E18. Wood Work for Defective Children. (Advanced Course.) 30 hours. Mr. Griswold. Friday, 3.45-5.45.
- E19. Methods of Teaching Manual Arts. 30 hours. (Second term.) Mr. Griswold. Saturday, 9.15-11.15.
- E20. Housekeeping, including Cooking. 30 hours.
- E21. Research Work in every Department. Arranged through the Director. 30 or 60 hours. Hours to be arranged.
- E22. Medical Clinic. 30 hours. Medical College. Hours to be arranged.
- E23. Psychological Examination of Children. (Psychological Clinic.) 30 or 60 hours. Staff. Wednesday, 3.45-5.45, or Saturday, 9.15-1.15.
- E24. Mental and Moral Delinquents. 60 hours. Dr. Carley.
- E27. [716] Home Economics. 90 hours. Mrs. Williams. Saturday, 9.15-12.15.
- E28. [617] Basketry and Chair Caning. 60 hours. Mrs. Consalus. Saturday, 9.15-11.15.
- E29. Primary Construction Work. 30 hours. Mrs. Consalus. Saturday, 11.15-12.15.
- E30. Hand Sewing and Garment Making. 90 hours. Miss Close. Saturday, 9.15-12.15.

- E31. [616] Dressmaking. 90 hours. Mrs. Thomae and Miss Close. Saturday, 9.15-12.15.
- E32. [621] Methods of Teaching Domestic Art. 30 hours. Mrs. Consalus. Saturday, 12.30-1.30.
- E33. Advanced Methods of Teaching Domestic Art. 30 hours. Mrs. Consalus. Saturday, 2-3.
- E34. [605] Principles of Kindergarten Education. 30 hours. Miss Mills. Tuesday, 4.45-5.45.
- E35. Methods of Teaching Commercial Subjects. 60 hours. Mr. Barber. Saturday, 9.15-11.15.
- E36. Methods of Teaching Stenography. 30 hours. Mr. Frank. Saturday, 2.15-4.15.
- E37. School and Class Management. 30 hours. Dr. Perry. Friday, 4.45-5.45.
- E38. [420] Methods of Teaching English. 30 hours. Dr. Klapper. Wednesday, 3.45-4.45.
- E39. Methods of Teaching Music in Elementary and Secondary Schools. 30 hours. Miss MacConnell. Thursday, 3.45-4.45.
- E40. High School Music. 30 hours. Miss MacConnell. Thursday, 4.45-5.45.
- E41. Sight-Singing. 30 hours. Miss MacConnell. Saturday, 9.15-10.15.
- E42. Tone Thinking and Ear Training. 30 hours. Miss MacConnell. Saturday, 10.15-11.15.
- E43. Elementary Harmony. 30 hours. Mr. Schwarz. Saturday, 12.15-1.15.
- E44. Rudiments of Music and Melody Writing. Mr. Schwarz. 30 hours. Saturday, 11.15-12.15.
- E45. Advanced Harmony. 30 hours. Dr. Tapper. Saturday, 9.15-10.15.
- E46. Music History. 30 hours. Dr. Tapper. Saturday, 10.15-11.15.
- E47. Music Appreciation. 30 hours. Dr. Tapper. Saturday, 3.15-4.15.
- E48. Principles of Vocational Education. 30 hours. Dr. Pickett. Saturday, 2.15-3.15.
- E49. Organization and Management of Vocational Schools. 30 hours. Dr. Pickett. Saturday, 3.15-4.15.
- E50. Methods of Teaching Vocational Subjects. Dr. Pickett. Friday, 7.30-9.30.

The following courses given in the New York School of Philanthropy may be taken by students in this department. Requests for permission to take the courses should be addressed to the Director of the School of Philanthropy, 105 East 22d Street.

Social Work, 2 hours a week, Mr. Devine.

Individuals and Families, 4 hours a week, Mr. Lee and Mr. Thurston.

Field Work, 12 hours a week, Mrs. Worthington.

DESCRIPTION OF COURSES

Number in brackets indicates corresponding Course 1913-1914

Group A

Courses Open Only to Graduate Students

A1. Departmental Seminar Library of the School of Pedagogy

PROFESSORS BALLIET, LOUGH, HORNE AND RADOSAVLJEVICH

2 hours a week, Monday evenings, 7.30-9.30

The purpose of this Seminar is to give candidates for the degree of Doctor of Pedagogy or that of Doctor of Philosophy in Education the opportunity to make reports on their thesis investigation as a basis for discussion by the entire seminar and for criticism by the Faculty. Attendance is required of such candidates, each member being expected to make one or two reports, somewhat in detail, during the year, credit being given and tuition charged as in other courses.

Credit, 2 hours.

A2. [271] Seminar in Education

Room P8.

DEAN BALLIET

1 hour a week. Thursday, 3.45-4.45

This course will be in the main a seminar course for students prepared to do advanced work. It will embrace a careful study of the recent technical literature in experimental psychology and experimental pedagogy bearing on special educational problems which has appeared in English, German and French. Students will be expected to write résumés of articles in scientific journals and of chapters in books, and such résumés will form the basis for discussion in class. A few problems for original research will be assigned to students who have had the necessary training in psychology. Among the topics to be discussed are such as the following: Aphasia in its bearing on the teaching of reading, writing and spelling; "inner speech" in relation to mental processes; the learning process in the light of experimental data; the motor factor in psychical processes and its bearing on education; the evolution of children's interests and ideals; recent experimental investigations in motor training.

Credit, 1 hour.

[A3. [252] Seminar in Method**DEAN BALLIET**

1 hour a week. (Not given 1914-15.)

The general aim of this course will be to study the principles of method underlying the teaching process, in the light of the best recent literature in English, German and French. It will involve the making of résumés of technical researches and of other scientific literature, which will be made the basis of class discussion. Disputed phases of methods will be discussed. Recent technical literature on such topics as apperception, interest and the thinking process will be studied. A critical estimate of Herbartianism in relation to general method will be made. The recent results of experimental pedagogy and child psychology in their bearing on method will be discussed. Practical applications of principles established will be made for illustrative purposes to the studies of the elementary and secondary school curriculum.]

[A4. [151] Introduction to Primary Method**PROFESSOR MACDOUGALL**

1 hour a week. (Not given 1914-15.)

A study of the psychological basis of method in Primary School subjects. The nature of the process involved in Speech, Reading, Writing and Spelling will be taken up with special reference to the character of the child's activity in acquiring these functions. The external conditions which affect learning, including physiological defects, will also be discussed. In the light of principles thus derived the merits of different systems will be compared and questions of class and individual method considered. The course will be conducted by lectures, discussions and the reading of selected literature.]

A5. [161] History of Modern Philosophy**Room 4****PROFESSOR MACDOUGALL**

2 hours per week. Tuesday, 3.45-5.45

The work of this course will include a study, first, of individual men and their contributions; and second, of the problems and general tendencies of the period. In both cases the development of philosophic thought will be considered in its relation to the history of human knowledge and ideals of life. Systematic reading will be prescribed in connection with the work.

Credit, 2 hours.

A6. [151] Experimental Psychology**Room 9****PROFESSOR LOUGH****2 hours a week. Time to be arranged**

This course is intended to give extended practice in the technique of Experimental Psychology. The membership of the class will be limited. The topics to be studied will be determined after consultation. Each student will be assigned a special topic for experimental investigation, and the results of all such investigations will be discussed by the entire class.

Credit, 2 hours.

A7. [266] Research in Educational Problems**Room 9****PROFESSOR LOUGH****1 hour a week. Monday, 3.45-4.45**

This course is intended for advanced students and will afford an opportunity for the scientific investigation of specific educational problems. The subjects taken up by each student will be determined after consultation. The following are some of the topics now under investigation: Formation of habits; memory; fatigue; course of pupils through the grades; relative value of oral and visual training in language and arithmetic, etc. The study of these topics will be continued, and such other subjects will be taken up as the interest of the individual student may suggest.

Special permission is required for enrollment.

Credit, 1 hour.

[A8. [267] Seminar in Educational Psychology**PROFESSOR LOUGH****1 hour a week. (Not given 1914-15.)**

The purpose of this course is to bring together the scientific and original studies of our previous graduate students who have made a permanent contribution to educational psychology. Each of the members of this course will have a chance to take up a new original study and lecture on it in the class. These lectures will be discussed in a seminar manner in order to stimulate high ideals in objective study and evaluation of the problems in educational psychology.

Credit, 1 hour.]

[A9. [272] Laboratory Research in Educational Psychology

PROFESSOR LOUGH AND ASSISTANT PROFESSOR RADOSAVLJEVICH

2 hours a week. (Not given 1914-15.)

The aim of this course is to give a thorough preparation in laboratory methods and technique to those students who are writing an academic thesis or who are interested in experimental, statistical or psychological investigations of educational problems in all its phases. The work will consist of (1) practical investigations of individual students, and (2) critical evaluation of such studies in the light of previous similar investigations and postulates of modern educational psychology.

Credit, 2 hours.]

A10. [306a] Educational Classics (Greek and Roman)

Room 7

PROFESSOR HORNE

1 hour a week. Tuesday, 3.45-4.45

This course makes a study of the most celebrated pedagogical writings of ancient times. Parts of Plato's *Republic*, Plato's *Laws*, Xenophon's *Cyropædia*, Aristotle's *Politics*, Quintilian's *Education of an Orator* and Plutarch's *Training of Children*, are critically studied. The aim is to trace the educational ideals of the writers; to show the relation between those ideals and the civilization of the period, on the one hand, and, on the other, the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, Course B12. It will be given only every third year.

Credit, 1 hour.

[A12. [306b] Educational Classics (Modern Naturalists)

PROFESSOR HORNE

1 hour a week. (Not given 1914-15.)

This course makes a study of the most celebrated pedagogical writings of modern times. Rousseau's *Emile*, Pestalozzi's *Leonard and Gertrude*, Herbart's *Outlines of Educational Doctrine* and Froebel's *Education of Man* are critically examined. The object aimed at is (1) to ascertain their inner consistency; (2) their relation to the civilizations of their times; and (3) the elements which they contribute to sound educational philosophy. This course will be open only to those who have taken, or are taking, Course B12, and will be given only every third year.

Credit, 1 hour.]

[A12. [306c] Educational Classics (Modern Realists)

PROFESSOR HORNE

1 hour a week. (Not given 1914-15.)

The text read in this course will be Comenius, *The Great Didactic*; Locke, *Thoughts on Education*; Spencer, *Education*; Huxley, *Science and Education*. For the aim of the course, see under. This course will be open only to those who have taken, or are taking, Course B12, and will be given only every third year.

Credit, 1 hour.]

A13. [351] Seminar in the History of Modern Education

Room 7

PROFESSOR HORNE

2 hours a week. Friday, 3.45-5.45

The object of this course is to train students in the independent investigation of problems in the history of education. For the coming year the problem selected by the individual student may involve an intensive study of some phase of modern education, or it may involve an extensive study of some contemporary educational problem in the light of its history. Especial attention will be paid to the relations between the history of philosophy and the history of education. Readings, discussions, reports, and a thesis.

Credit, 2 hours.

A14. Advanced Logic

Room 7

PROFESSOR WILLIAMS AND PROFESSOR HORNE

1 hour a week. Saturday, 10.15-11.15

THE SCIENCE OF THOUGHT.—This course does not consider the conditions under which valid thinking is possible, but the nature of thinking itself. Especial attention will be paid to the problem of the place of thought reality and to the logic of institutions. Professor H. H. Williams of the University of North Carolina will lecture to the class for a period following the Christmas vacation. The text will be Everett: *The Science of Thought*.

A15. [275] Modern Tendencies in Pedagogy

Room 8

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. Friday, 4.45-5.45

The purpose of this course of lectures is to give a critical pedagogical presentation of new movements in education here and abroad. The following will be the general plan of the courses:

I. *Introduction*.—The causes, principles, and means of modern tendencies in school education. The reasons of their successes and failures. Criterion in judging pedagogically the school educational movements.

II. *Primarily Practical Group of Movements*.—A. Free Schools in Russia; B. Theoretical exponents of free schools (Ellen Key, Masaryk, Clerny, Trstenjak, etc.) C. Mannheim. *School Systems in Europe*: History, aim, plan, principles, results and criticisms. D. *Outdoor Schools in Europe*, with special reference to Reddie's and Lietz's schools. E. *Open Air Schools in Europe and America*. F. *The Montessori System*. What is new and what is old in it? Social importance of it. Is it based on scientific pedagogy?

III. *Primarily Theoretical Movements*.

a. *Scientific Pedagogy*: 1. Meumann's Experimental Pedagogy. 2. Lay's Experimental Didactics. 3. G. S. Hall's Biological Pedagogy. 4. Stern's Differential Pedagogy. 5. Social Pedagogy here and abroad. 6. Pathological Pedagogy here and abroad. 7. Modern School Anthropology here and abroad.

b. *System of Education as a Science*. 1. Objections to the science of education. 2. Rein's Systematische Pädagogik and modern psychological and logical foundations of pedagogy. 3. Cultural *versus* chronological study of history of education, with special reference to von Cuvaj's work in Croatia.

IV. *Primarily Practico-Theoretical Movements*. 1. German School Reform Bund. 2. Experimental schools in Germany and America, with special reference to Kerschensteiner's work and Dewey's school in Chicago. 3. International and Race Education. Mission Pedagogy.

V. *General Summary and Critical Conclusion*.

Credit, 1 hour.

Ar6. [258] Seminar in Experimental Didactics

Room 2

ASSISTANT PROFESSOR RADOSAVLJEVICH

2 hours a week. Monday, 10-12

The work in this course is based upon researches in experimental school didactics ("special experimental school pedagogy"), which will be carried on by those who look forward to academic degrees, or by those who are interested in the experimental investigations of school subjects. Students are expected to carry out original researches and to report on their work and on the literature of their subjects. There will be a few introductory lectures on the present and past methods and results of experimental study of school subjects as treated in German, French, English and Russian literature. Special reference will be made to the experimental study of children's draw-

ing, writing, arithmetic, reading, spelling, modeling and singing. The course will conclude with a few summary lectures on the modern tendencies in school reforms from the point of view of experimental didactics.

Credit, 2 hours.

[A17. Seminar in Experimental Pedagogy. (Habit-Formation)

ASSISTANT PROFESSOR RADOSAVLJEVICH

2 hours a week. (Not given 1914-15.)

The aim of this course is to take up critically the problem of habit-formation in the light of experimental investigation with special reference to those studies which deal with the habit forming processes in school subjects.

There will be a few introductory lectures (1) on the aims of the experimental investigation of habit-formation; (2) on the scientific means of reaching these aims; (3) on the methods of such experimental studies; and (4) on the main problems in habit-formation experimentally considered.

Credit, 2 hours.]

[A18. [273] Economy and Hygiene of Learning

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. (Not given 1914-15.)

The aim of this course is to acquaint the students with the most important problem of experimental pedagogy: How to teach school children to learn most economically and hygienically the school task once understood. This course will pursue the following plan:

I. *Introduction*.—What is meant by economy and hygiene of learning? Its relation to economy and hygiene of teaching.

II. *Evolution of economy and hygiene of learning in pedagogy* (historically and experimentally considered), with special reference to experimental investigation of the following schools: (1) Ebbinghaus's School; (2) G. E. Muller's School; (3) Meumann's School, and (4) Wundt's School.

III. *Aims, methods and main results* of (1) questionnaire method; (2) statistical-comparative method; (3) laboratory experimental method and (4) class-room experimental method in investigations of economy and hygiene of learning here and abroad.

IV. *Critical conclusions* in regard to the *modus operandi* in studying pedagogically the problem of economy and hygiene of pupil's learning. What is the next step to be taken in pedagogical laboratories or in the class-room tests?

Credit, 1 hour.]

[A19. [274] Laboratory Experimental Pedagogy

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. (Not given 1914-15.)

The aim of this course is to give a thorough preparation in the methods and technique of experimental pedagogy, especially to those students who are preparing an academic thesis or are interested in experimental-pedagogical investigation of school children, and practical school problems. The program of this course will be as follows:

I. *Introductory*.—Importance of laboratory work in the theory and practice of education. Evolution of pedagogical laboratories. Their differences from the purely psychological, anthropological and school medical laboratories. The future of purely Pedagogical Laboratories.

II. *Methods in Pedagogical Laboratories*.—Their relation to (1) the psychological and pedagogical introspective experiences; (2) the questionnaire method; (3) psychological measurements and experiments; and (4) statistics. Laboratory or class-room experiments or both? Individual or collective school investigations or both? Why? How?

III. *Technique of Laboratory Experimental Pedagogy*.—This will include (1) a demonstration of previous pedagogical experiments in order to see the weak and strong points in collecting data, *modus operandi*, presenting tabularly and graphically the results and drawing conclusions from them; to pave a way for better, *i. e.* more economical and practical pedagogical scientific investigations; (2) to make outlines for individual research work.

Credit, 1 hour.]

[A20. [166] Anthropological Study of School Children

ASSISTANT PROFESSOR RADOSAVLJEVICH

2 hours a week. (Not given 1914-15.)

This course will deal primarily with the measurements of school children, including some biological interpretations of the child's growth and development. It will cover the following fields:

A. *History*.—Anthropometric measurements in America, Germany, France, England and Russia, with special reference to the method and ideals of the Martin-Meumann school. School anthropology in relation to physical anthropology, biology, sociology, and education. Postulates of modern school anthropology.

B. System.—Which will include: (1) Growth in height and weight (measurements of the height and weight of the body); the weight index; (2) Growth of parts and organs during school age; (3) School cephalometry (the main head measurements; cephalic indices and formulæ); (4) School dynamometry (measurements of physical energy of school children; measurements of lung capacity or vitality; indices of vitality and physical capacities); (5) sense tests in schoolroom; (6) school colorimetry; (7) other anthropometric measurements; (8) school dactyloscopy and school criminology.

The course will conclude with the statistical-experimental study of the inheritance of acquired physical and mental traits, with special reference to Galton's and De Candolle's investigations. The course will consist of lectures, practical training in anthropometric measurements, essays and discussions.

Credit, 2 hours.]

A21. [136] Ethics

PROFESSOR SHAW

2 hours a week. Saturday, 9.15–11.15

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight. The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

One hour of the course may be taken separately.

Credit, 1 or 2 hours.

[A22. [156] History of Ancient and Mediaeval Philosophy

PROFESSOR SHAW

2 hours a week. (Not given 1914–15.)

This course consists of two parts: the first is devoted to a study of antique thought in its development; the second is made up of readings from Plato and Aristotle. The aim of the work is to analyze the plastic ideals of the Greeks, and to compare them with modern speculative methods.

Credit, 2 hours.]

A23. [GI] Principles of Sociology

Room C4

PROFESSOR BINDER

2 hours a week. Friday, 4-6

This course is intended to lay a thorough foundation for the study of sociology. Among the principal topics discussed are: The province of sociology; the elements, structure, forces and control of society; the laws and causes of progress. The students will be required to make short reports on current events which are interesting from a sociological point of view, and to make themselves familiar with several problems, so as to gain a practical insight into the difficulties of present day reforms.

Credit, 2 hours.

A24. [GVII] The Family and Eugenics

Room C4

PROFESSOR BINDER

2 hours a week. Saturday, 9.15-11.15

The family is the basic institution of society, and deeply concerned in all modern improvements—industrial, political and educational. The first part of the course will give a full treatment of the family from the historical point of view, *e. g.*, polyandry, polygyny, matriarchy, patriarchy and monogamy; and the religious, ethical, economic and sociological bearings of each form will be brought out. The emancipation of women in industry and politics will be taken up in detail. The second part will treat of the various measures proposed and attempted for the improvement of the human race, *e. g.*, mating, nutrition, etc. The conditions necessary for a healthy family life, and the legal difficulties of preventing the marriage of the mentally and physically unfit will be discussed.

Credit, 2 hours.

A25. [501] School Administration

Room 4

DR. PERRY

1 hour a week. Friday, 3.45-4.45

In this course a survey is made of the school systems of our own and other countries. Under the following subdivisions, viz: School Organization, School Direction, School Supervision. School Organization concerns the structure and function of the schools as created by the state. School Direction concerns administration by the directive agents, the school

boards, boards of education, etc. School Supervision concerns administration by the professional supervisors, the superintendents, commissioners, etc. The various problems connected with these three departments of school administration are presented by lectures and freely discussed. Collateral reading and research supplement the chief text, *Perry's Outlines of School Administration*.

Credit, 1 hour.

A26. Experimental Didactics of Arithmetic

Room 2

DR. HOWELL

1 hour a week. Tuesday, 4.45-5.45

The aim of this course is (1) to give a critical account of past and present scientific tendencies in teaching and learning arithmetic here and abroad; (2) to study representative investigations into the genesis of the number sense, the psychology of processes, the didactics of number, and school efficiency. Attention will be given to experimental methods and treatment of data.

The course will be based on a text (Howell, *A Foundational Study in the Pedagogy of Arithmetic*) and prescribed readings, supplemented by lectures and class discussion.

Credit, 1 hour.

Group B

Graduate Courses open also to Undergraduates of high standing

Br. [206] Principles of Education

Room 10

DEAN BALLIET

2 hours a week. Saturday, 9.15-11.15

This course will consist of a series of lectures on the general principles underlying the science of education. The most important principles which biology, physiology, psychology and sociology have contributed to educational science will be considered and their practical application indicated. Some fundamental educational problems will be discussed in the light of evolution. Some of the special topics to be treated are the following: Brain localization and the light it throws on the problems of physical and manual training; eye-mindedness, ear-mindedness and motor-mindedness

and their bearing on education; imitation, habit, inhibition, sense of rhythm, fatigue, etc., in their application to specific educational problems; the order of maturing of the nervous system in its bearing on education; the instincts and education; adolescence and some problems of secondary education; growth and its bearing on education; the doctrine of interest; principles determining the course of study; education and civilization.

Credit, 2 hours.

B2. [211] General Method

Room 8

DEAN BALLIET

1 hour a week. Wednesday, 3.45-4.45

In this course will be discussed the general principles of method as determined by psychology on the one hand and the subject matter to be taught on the other. Among the topics to be discussed are the place of observation, induction, generalization and deduction; apperception; interest; the "Five Formal Steps," their value and their limitation; correlation of studies; principles of æsthetic and moral training; application of principles of method to the teaching of the various studies of the curriculum.

Credit, 1 hour.

B3. Method in Arithmetic

Room 8

DEAN BALLIET

1 hour a week. Wednesday, 4.45-5.45

This course will take up a thorough discussion of the teaching of arithmetic in the light of recent experimental studies on the one hand and its bearing on the actual life of the pupil on the other. The quite extensive experimental literature, especially in German and English, will be studied and students will be required to make résumés of individual experimental studies. The practical application to method will be especially emphasized. The evolution of the conception of number in the child's mind will be traced and an analysis made of the mental processes involved in arithmetical thinking. Among the topics to be discussed somewhat in detail are the following: The nature of the number and of the number concept; how the child gains his first conceptions of number; the possibility of "perceiving" number; the spatial and temporal perception of number; the nature of counting and its function; when individual numbers and when processes should be made basal in instruction; the merits and defects of the so-called "Grube Method"; the conception of number as ratio and its limitations in arithmetical instruction; the concrete basis of all arithmetical processes;

methods of concrete illustration of processes in fractions, decimals, etc.; what is meant by the "abstract" in arithmetical processes and how to develop the power of abstract thinking; algebra conceived as generalized arithmetic, and the relations between the two; what topics to emphasize in theoretical arithmetic and what to eliminate; what topics to emphasize in applied arithmetic and what to eliminate; special features of method in the treatment of the topics relating to business arithmetic, their use and limitations.

The course will cover the teaching of the subject in all grades of the elementary schools, will deal mainly with the psychology and principles of method and indicate devices only to illustrate applications. A brief history of method will form the concluding portion of the course.

Credit, 1 hour.

B4. Mental Development

PROFESSOR MACDOUGALL

Room 4

2 hours per week. Thursday, 3.45-5.45

In the first half year of this course the general field of genetic psychology will be treated in outline, including the factors, course and origins of mental development. In the second half year a detailed study will be made of the period of adolescence in individual history, in which physical as well as mental changes will be considered. Systematic reading will be required in connection with both parts of the course.

Credit, 2 hours.

B5. [411] Methods in Geography and Reading

Room 8

DEAN BALLIET

1 hour a week. Thursday, 4.45-5.45

GEOGRAPHY. Geography as a science and as a school study; its place in the school program; what phases are to be emphasized in the various grades of the elementary schools; home geography, its function, limits, and method; the teaching of descriptive geography and its place in the program; the human phase of geography; the interpretation of maps and their various uses; the function and method of map study and map drawing; the use of relief maps and of globes; the place and limits of mathematical geography; physical geography, what phases should be taught; political geography, what phases should be emphasized and what omitted; industrial geography; commercial geography, its limits and its essentials; the relation of geography to history; the evolution of children's interest in geography, and its determining effect upon the making of the program or course of

study. The non-essentials which should be eliminated from text-books and courses of study. Brief history of method in geography.

READING. Following the above there will be a discussion during the second term, of the problem of teaching reading in elementary schools. The experimental literature on the subject will be resumed somewhat in detail and practical applications of the results be pointed out in their bearing on method. Among the topics which will be studied are the following: The analysis of the mental processes involved in reading; the facts of aphasia bearing on problems of reading; eye-movements and reading pauses; oral reading and silent reading, the specific function of each; how a child acquires an oral vocabulary; acquisition of a printed vocabulary; the sentence method; word method and phonic method; diacritical marks, their use and abuse; learning to read and reading to learn; rapid silent reading; the art of skipping; how to select reading matter; literature in the grammar schools; brief history of methods of teaching reading.

Credit, 1 hour.

B6. [116] Descriptive Psychology

Room 4

PROFESSOR MACDOUGALL

2 hours a week. Monday, 3.45-5.45

The aim of this course is to make the student acquainted with the processes of the normal human mind, and to train him in the methods of psychological observation and study. The work of the course will consist of lectures, prescribed reading and the preparation of themes. The course of lectures will be based upon the systematic study of a text-book of psychology. The written exercises will consist of the report of introspective studies intended to introduce the student to the concrete problems with which the psychologist has to do.

Credit, 2 hours.

B7. [161] Modern Philosophy

Room 4

PROFESSOR MACDOUGALL

2 hours a week. Saturday, 9.15-11.15

The first half year of this course will consist of a systematic introduction to the problems of philosophy freed as much as possible from technical treatment. In the second half year the history of modern philosophical thought will be reviewed in outline. Both parts of the work will be based upon text-book reading.

Credit, 2 hours.

[B8. [146] Introduction to Philosophy**PROFESSOR MACDOUGALL**

2 hours a week. (Not given 1914-15.)

This course is designed to serve as a general introduction to philosophical study. It seeks to develop critical reflection in regard to problems which are certain to arise in the mind, and to suggest their possible solutions. The discussions will be freed as much as possible from technicalities, and no preliminary training in philosophical study will be necessary.

Credit, 2 hours.]

[B9. [106] The Physical Nature of the Child**PROFESSOR MACDOUGALL**

1 hour a week. (Not given in 1914-15.)

In this course the functions and relations of the body will be considered in relation to education and the care of the child. Beginning with a sketch of the relation of the physical organism to its environment, the nature and functions of foods, stimuli, perception and reaction will be taken up in succession. The great functions of the body and the conditions of health will next be considered, together with a selection of such special topics as exercise, work and play, fatigue, rest and sleep. The course will close with a discussion of common sensory and motor defects, of the relation of functional and nutritional conditions to mental efficiency and of certain aspects of hygiene, such as physical habits, cleanliness and sanitation. The work will consist of lectures, discussions and prescribed reading.

Credit, 1 hour.]

B10. [201] Educational Psychology**Room 9****PROFESSOR LOUGH**

2 hours a week. Thursday, 3.45-5.45

The aim of this course is to select for special study those topics in psychology which have the widest and most important application to the detailed work of education. The course will include such topics as the natural and artificial conditions which determine the development of the typical forms of mental life, the formation and significance of various principles of teaching; the psychological basis of method. It will also include a discussion of imitation, apperception, induction, habit, interest, etc.

The course is open only to those who have taken, or are taking, Course B6, or its equivalent.

Credit, 2 hours.

B11. [126] Laboratory Psychology

Room 9

PROFESSOR LOUGH

2 hours a week. Wednesday, 3.45-5.45

The object of this course is two-fold: to demonstrate the fundamental facts and principles of psychology by means of simple experiments, and to give a knowledge of the methods and results of experimental psychology and thus to prepare the student to undertake the independent investigation of special problems. The course will include a study of sensations, after images, attention, memory, habit, perception, motor response, fatigue, etc. During the latter part of the course an opportunity is afforded to take up the experimental investigation of a limited number of special problems connected with educational psychology.

The course is open only to those who have taken, or are taking, Course B6, or its equivalent.

Credit, 2 hours.

B 12. [301] History of Education

Room 10

PROFESSOR HORNE

2 hours a week. Saturday, 11.15-1.15

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticize educational systems and theories in the light of what is regarded as sound educational doctrine.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples, it glances rapidly at the civilizations of the Orient, and then makes a detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of education in the Middle Ages, and discusses the various causes,—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality,—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristics of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a résumé of the educational principles collected during the survey

of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine.

Credit, 2 hours,

B13. [176] The Teacher's Philosophy of Life

Room 7

PROFESSOR HORNE

1 hour a week. Tuesday, 4.45-5.45

It is the purpose of this course to show the teachings of the different main philosophies upon education and the teacher's profession, and to suggest the lecturer's own standpoint. The members of this class will be encouraged to formulate for themselves a philosophy of their own professional work and of life. The best thesis presented in this course or in any course in philosophy at Washington Square is printed as a prize by the New York University Philosophical Society. The course will be given in three parts in successive years, as follows: Cosmology, Ontology (1914-1915), Epistemology.

Credit, 1 hour.

[B14. [216] Moral Education

PROFESSOR HORNE

1 hour a week. (Not given 1914-15.)

An analysis of the forces that make human character with suggestions toward their educational control. Among the topics that will be discussed are, the nature of the human will, its relation to heredity, its relation to the natural and social environment, its stages of growth, its educational treatment, and the nature and limits of the ethical forces in improving human society. Organized efforts at moral education in different countries. Special experiments in moral education. Methods and plan of moral education.

Credit, 1 hour.]

B15. [221] Religious Education

Room 7

PROFESSOR HORNE

1 hour a week. Monday, 4.45-5.45

A psychological analysis of the religious nature of man with educational suggestions toward its cultivation. Among the topics that will be discussed are: the facts of the religious consciousness, the guiding principles of teachers, parents and ministers, in interpreting and handling these facts, the services of the home, school, and church to religious education, the use of the Bible and other sacred literatures, and the characteristics of Jesus as a religious teacher.

Credit, 1 hour.

B16. [171] Child Study

Room 2

ASSISTANT PROFESSOR RADOSAVLJEVICH

1 hour a week. Monday, 4.45-5.45

This course will supplement the courses in Experimental Pedagogy and School Anthropometry and will consist of three parts:

I. *Introductory*.—What is meant by Child Study? Its relation to experimental pedagogy, pedagogical anthropology, and the science of education. Value of child study for educators in general, and teachers in kindergartens and elementary schools in particular. Postulates of modern child study.

II. *History of Child Study*.—In Europe and America, with special reference to the original contributors to the study of children below school age.

The past and present of paidological journalism; child-study congresses and institutions; literature of child study; methods of studying children below school age. Old and new classifications of child study. Differences between child study and experimental pedagogy. Present scientific tendencies in child study; the Hall School in America and the Meumann School in Germany. Russian laboratory for studying the child.

III. *Systematic Study of Children below the School Age.*

(A) The prenatal life. (B) The age of the new born (6-8 days after birth). (C) The age of the first infancy (until 2 years of age). (D) The age of infancy proper (until 6 or 7 years).

The course will include a detailed study of:

(1) *The Evolution of the Central Nervous System.*

(2) *Experiments Showing the Development of the Various Senses.*

(3) *Development of Language: The Outer Speech Form:* Period of the involuntary movements as an expression of mental experience; the stage of the non-articulated sounds; the stage of the simplest and easiest sounds; period of echo-language; period of spontaneous babbling; onomatopoeic stage; the stage of the creative spontaneous expression of the articulate sounds; the stage of learning the words heard; the stage of the constant widening of the speech acquisition on the basis of word construction.

The Inner Speech Form (word-meaning): Grammatical development of words. The causes of the child's speech errors: in stammering; stuttering; rattling or blustering, and tone-deafness. *The development of concepts and judgments.* Three kinds of concepts (primitive, individual, general). Content of the mind of children entering school. *Development of the child's deductive ability and his style.* *Development of the child's will.* Hand movements and arm movements. Imitation. Child's scribble stage and first efforts at drawing; certain typical motor adjustments and activities. What is meant by children's instincts? *Children's feelings and their expression.* *The future of child study.*

The course will consist of lectures, essays and discussions.

Credit, 1 hour.

B17. Practical Course in Pedagogical Anthropology, Normal and Abnormal

Room 2

ASST. PROF. RADOSAVLJEVICH AND DR. A. P. MUNN

2 hours per week. Saturday, 11.15-1.15

This course is intended to give a thorough, practical and critical study of normal and abnormal school children, anthropologically considered. The

measurements will be taken on (1) the skeleton, (2) adults (students in the class), (3) normal and (4) abnormal school children.

The course will cover these fields:

I. Past and present systems of anthropological measurements with special reference to aim, selection, method and *modus operandi*. The pedagogical criteria of these measurements and tests, with special reference to the international agreements in anthropometry.

II. The measurements and tests will include:

- (1) Body height and weight and corresponding indices.
- (2) School Cephalometry (main head measurements, cephalic indices and formulae).
- (3) School vitality (lung capacity, indices of vitality and physical capacities.)
- (4) School Dynamometry (ergographic and dynamometric tests).
- (5) Sense Tests (vision, hearing, dermal and other senses).
- (6) School Colorimetry (measurements of the color of the eyes, hair, skin, lips, etc.).
- (7) School of Bertillonage (measurements for identification and study of juvenile criminals and delinquents).

III. School biometrical problems and methods in anthropological study of normal and defective children.

Credit, 2 hours.

Br8. Practical Study of Intelligence of School Children—Normal and Abnormal

Room 2

ASST. PROF. RADOSAVLJEVICH

2 hours per week. Saturday, 9.15–11.15

This course is for those who want to be acquainted with the use of the present and past practical methods in studying intelligence of normal and abnormal children. These tests will be performed (a) on adults (students of the class), and (b) on normal and abnormal school children, both for the practical and for the scientific-critical pedagogical valuation of the methods.

The course will cover the following fields:

I. Introductory: Problems dealing with the most fundamental questions:

- (1) What is intelligence? Is it inherited or acquired or both?
- (2) Can we test it scientifically and pedagogically?
- (3) What are the reasons for the failure of the old methods of studying intelligence with special reference to descriptive characterology, phrenology, physiognomy, etc. Differences between old and new methods.

II. Practical and critical study of new methods in studying children which will include the following main groups:

- (1) Single psycho-physical tests, involving both the most elementary processes and higher mental capacities.
- (2) Series of tests, involving the principal mental functions: (a) "Psychoanalytic method," to adopt some common psychological experimental method to serve as a test of the higher mental functioning; (b) "Practical method," of Binet and Simon.
- (3) Tests dealing with school abilities of the child, as indicated by (a) school marks in different school subjects; (b) teachers' judgments regardless of child's school marks; (c) class-room tests for the study of efficiency in arithmetic, spelling, drawing, penmanship, composition, etc.
- (4) German "Psychology" (aim, plan, and pedagogical value).
- (5) Statistical method and problems in studying intelligence of school children, with special reference to the study of the child's individuality as a whole and as a member of a school community.

Credit, 2 hours.

B19. [147] School Hygiene and Methods in Hygiene

Room 3

DR. CRAMPTON

1 hour a week. Friday, 4.45-5.45

The first part of this course will deal with the most important phases of school hygiene, including among other topics the following: the lighting of school rooms; ventilation, including the results of the most recent investigations; school baths; contagious diseases; eye, ear, and mouth defects; fatigue and overpressure; the seating of pupils; the hygiene of instruction: recesses; etc.

The second part will discuss methods of teaching the subject of personal hygiene in the elementary schools, and will include among other topics the following: the nature and importance of the subject; racial hygiene; subjective versus objective methods; the habit principle; instruction as determined by (1) physiological stage, (2) nascent instinct, (3) paramount interests, (4) new elements, (5) daily inspection and daily routine, (6) home hygiene, (7) mothercraft, (8) anti-tuberculosis measure, etc.; the hygiene of instruction; personal hygiene and hygiene of the teacher; correlation with other subjects; physical training, play and folk dancing; school organization and management in relation to instruction in hygiene; tests of efficiency in hygiene and hygienic measures.

The course will consist of lectures, discussions and reports on required reading.

Credit, 1 hour.

B20. Principles of High-School Education

Room 10

DR. KOHL

2 hours a week. Wednesday, 3.45-5.45

A study of the problems of American secondary education from the teacher's point of view. The following general topics will be treated: Brief outline of the history of secondary education in Europe and the United States; the aim of the high school from the standpoint of adolescent interests and the social conditions in this country; the course of study and some of the leading movements toward reform in it; the evaluation of subject-matter; the basic principles of method; the mechanics of the recitation, such as lesson planning, questioning, marking, etc.; and the management of the high school both in the narrower sense of discipline and in the larger sense of guiding the social life of the students. This course will demand some systematic observation of high school work. Lectures, assigned readings, reports, and discussions.

Credit, 2 hours.

B21. Observation in High Schools

Room 7

DR. KOHL

One morning each week. Wednesday, 10-12

This course will require systematic observation of selected high schools and teachers. On the basis of this observation, the class appointment will consist of a seminar for the discussion of problems of high-school method and management. Readings and reports in educational psychology and adolescence bearing directly upon high-school work will be assigned. The purpose of the course is to make a critical first-hand study of such topics as the following: Drill lessons, inductive and deductive thought lessons, appreciation lessons, lesson planning, questioning, marking, supervision of study, and the like.

Credit, 1 or 2 hours.

B22. [421] Methods of Teaching History in the Elementary Schools

Room 7

DR. SULLIVAN

1 hour a week. Thursday, 4.45-5.45

This course will consist of a series of lectures and exercises on methods of teaching history with reference to the work of the primary and grammar schools. The course will open with a brief statement of the educational value and scope of history and the aims of history teaching. Children's interest at different ages in the various phases of history, and the order in which the different phases of the subject are to be taken up will be studied.

Some of the subjects to be treated are the following: The working up of a topic; the place of the story; the place of biography; the heroic and dramatic in history; how to develop in children conceptions of time and the meaning of dates; the place of the history of social customs; economic institutions; wars; political parties; inventions; industrial institutions; government; relation of history to other subjects in the curriculum, particularly geography; periods of history; the use of the text; note-books; notes and outlines; maps; charts; blackboards; reference books; sources; tests; examinations; reports; pictures; lantern slides; local history; lesson planning; reviews and criticism of texts; the elimination of the unimportant in history, the curriculum of the Committee of Eight; its relation to the high school curriculum of the Committee of Seven and of the Committee of Five; the curricula of the elementary schools of our large cities; the curricula of the elementary schools of England, France and Germany; the preparation of the teacher; the organization of subject matter for presentation of a class; the history recitation; departmental teaching.

Each student will be called upon to make reports on at least three days of observation work in classes of history of various grades in the elementary schools of New York City and vicinity.

Credit, 1 hour.

B23. [426] Methods of Teaching Modern Languages

Room 7

DR. KRAUSE

1 hour a week. Friday, 3.45-4.45

The purpose of the course will be to familiarize the members of the class with modern methods of teaching German and French, with especial emphasis upon the *direct method* which has been so successfully employed in Germany, in France and in Scandinavian countries, and which has been practically compulsory in New York since February, 1912. The course is intended for students and for teachers of German or French in elementary or secondary schools. It will cover methods of teaching both languages. The exigencies of actual class-room work will always be kept in mind. The following are some of the topics to be discussed: The history and present status of modern language instruction in Europe and in America; the training of modern language teachers; the aims and methods in teaching modern languages; the teaching of pronunciation, oral work, reading and writing, grammar and syntax; habit-formation in modern language instruction; international pupils' correspondence. Reports on important publications.

Model lessons will be given by the instructor to illustrate clearly the various problems in progressive modern language teaching in America.

Credit, 1 hour.

B24. [432] Methods of Teaching Biology in Secondary Schools Room 7**MR. HUNTER****1 hour a week. Saturday, 9.15-10.15**

Lectures, model lessons and reports. The object of this course is to prepare the student for teaching biology under the rather peculiar conditions existing in New York City. Attention will also be given to the development of a course fitted for an urban community. The following topics will be treated. The purpose and value of science in the secondary school. Nature study in its relation to secondary school biology. General science vs. biological science. Principles determining the content of the science course. Botany, zoölogy and human physiology vs. general biology. The syllabi of New York City and state and the New Jersey state syllabus; how and what to teach in these outlines. Types of biological courses, processes vs. types, applied biology and what it means, civic biology and its place. The meaning of the movement toward agriculture. Content of a general course, the differences in content of the city course and that given in the small community. How to manage successfully field and museum trips; their place in a well-balanced course. Details of value in making up a practical biological course. Methods of the laboratory and class room. The problem method, its use and modifications. Developmental method in laboratory and recitation periods. Biological equipment, methods of preserving and collecting, apparatus making, and texts and reference books found useful in an elementary course.

Credit, 1 hour.

Group E

Undergraduate Courses which Are also Open to Properly Qualified Special Students

E1. Anatomy of the Child**Room 2****DR. MUNN AND DR. BEBB****2 hours a week. Thursday, 3.45-5.45**

This course aims to give an introduction to the modern study of anatomy and physiology of the child, dealing with regional anatomy, the skeleton, the muscles, the alimentary system, the vascular and respiratory system, the genito-urinary and nervous systems. The special senses and the ductless glands will also be included. Emphasis will be laid on applied anatomy.

Credit, 1 hour.

E2. Physiology of the Child

Room 2

DR. MUNN AND DR. BEBB

2 hours a week. Friday, 3.45-5.45

The muscular system; nutrition in regard to mental efficiency; respiration including tonsils and adenoids; the genito-urinary system; the nervous system including the problem of fatigue; its causes and its effects on mental efficiency; the problems of rest and sleep and common sensory and motor disturbances. The special senses and the ductless glands will be considered. In addition to the foregoing, which deals with the normal child, stress will be laid on the different conditions found in the abnormal child as far as possible.

Credit, 2 hours.

E3. Educational Hygiene

DR. WILE

2 hours per week. Second Term. Saturday, 11.15-1.15

A course designed to show the relation between retardation and elimination and the social and economic bases of society as well as physical defects and mental defects.

Didactic lectures will include a discussion of the symptoms of educational inferiority in terms of inattention, restlessness, lack of memory, deficient sight and hearing, absence, irritability, concentration, order, discipline, interest and the various other points involved in educational progress. They will consider the relation of the home, the school, and the general environment of school progress. They will attempt an analysis of the symptoms of educational degeneration in terms of underlying causes.

A series of clinics will be given to study the symptoms, the diagnosis, the treatment and the prophylaxis of retardation and elimination from the standpoint of visual and oral defects, nutritional disturbances, deformities, nervous defects, speech defects, etc.

Credit, 1 hour

E4. [III] Psychology (Introductory Course)

Room 9

PROFESSOR LOUGH

2 hours a week. Saturday, 11.15-1.15

An introduction to the systematic study of Psychology. The course will begin with a description of the nervous system, its structural and functional organization, and its significance as a physical basis for a study of

mental phenomena. This will be followed by a careful study of the more important facts of normal mental life—attention, perception, memory, reasoning, emotion, volition, etc. Simple psychological experiments will be performed by the class during the year.

Credit, 2 hours.

E5. Psychology of Defectives

DR. GODDARD

2 hours a week. Second Term. Saturday, 11.15–1.15

This course will deal with the important characteristics of the feeble minded giving special attention to the different grades of intelligence and will present the psychological principles which must be considered in dealing with each grade. Among the topics to be covered will be the definition, classification and determination of types; tests and methods of picking out the mentally defective; special discussion of the Binet, De Sanctis, Norsworthy and other tests of mental development; characteristics of the various types of defectives; causes of backwardness, including the hereditary elements; discussion of the various mental processes in the life of mental defectives, and the condition of these processes in the various degrees of defect. Consideration will also be given to those persons who are defective, not so much in the growth of intelligence as in the “development of the feelings, normality of will, self-assertion and self-criticism, of social attitude and of emotional control,” those higher processes, the arrest of which give rise to the wayward boy and girl. The course will be illustrated by charts, diagrams and lantern slides.

Credit, 1 hour.

E6. Observation and Practice

MISS FARRELL

1 hour a week. Second Term. Wednesday, 3.45–4.45

Students taking this course will be required to devote one-half day a week during the second term to observation of special classes on assignment from the instructor. The class sessions will be devoted to reports and discussions.

This course is open only to those who have taken or are taking Principles of Education and Psychology of Defectives.

The course will consist of lectures, required reading, observation and discussions.

Credit, 1 hour.

E7. Physical Education

Gymnasium

MR. HARPER

2 hours a week. First Term. Tuesday, 4-6

The object of this course is to study in the most practical manner the principles underlying all play activities and games. The following are among the specific topics treated—seasonal play; game progression; development of the automatic games; game formations; devices for development of team play; coaching and training in technique of play; mimetics.

Credit, 1 hour.

E8. Plays, Games and Physical Exercises

Gymnasium

MR. HARPER

2 hours a week. Second Term. Tuesday, 4-6

The course will consist of practical work in the Gymnasium and will include those plays and games which are best adapted to the needs of defective children.

Credit, 1 hour.

E9. Methods of Teaching with Special Reference to Defective Children

Room C3

MISS ANDERSON

2 hours a week. First Term. Saturday, 11.15-1.15

Methods of teaching habits of personal cleanliness, music, articulation, manual training, vocational training, physical training, exercises of practical life, methods of teaching the formal studies—reading, language, writing, etc., discipline, records, programs, home visiting, entertainments.

Credit, 1 hour.

E10. Methods of Teaching with Special Reference to Mental Defectives

Room 8

MISS WALSH

1 hour a week. Monday, 4.45-5.45

The principles of teaching and their application to the various subjects taught in ungraded classes will be taken up in this course. The work is especially planned to serve the needs of those interested in ungraded class teaching.

The course will consist of lectures, required readings and discussions.

Credit, 1 hour.

Er1. Special Methods in Sense Training

Room 8

MISS WALSH

1 hour a week. Monday, 3.45-4.45

Some of the problems considered in this course will be: Physiology and psychology of the special senses; testing the special senses of mentally defective children; the theory and practice of special sense training; correlation of sense training with other subjects in the curriculum.

The course will consist of lectures, required readings, preparation of materials and discussions.

Credit, 1 hour.

Er2. Observation and Practice (Advanced Course)

Room 7

MISS FARRELL

1 hour a week. Wednesday, 3.45-4.45. First term. Together with observation assignments.

This course is open only to students who have completed the elementary course in observation and practice, principles of education and psychology of defectives. The assignments for observation will be based in the special interests of the students and will occupy at least one-half day each week during the first term. The significance of the modern view point in education will be discussed. With this in mind actual special class work will be observed and discussed; standards by which special class work may be judged will be considered.

The course will consist of lectures, required readings, observation and discussion.

Credit, 1 hour.

Er3. Organization and Management of Special Classes

Room 7

MISS FARRELL

1 hour a week. Wednesday, 4.45-5.45

The aim of this course is to set forth the underlying principles and practice to be followed in the organization and management of special classes. Among the problems considered will be the following: Control of education of defective children,—state, municipal and private; social and economic factors in the growth of special classes; the classification of children in special classes including a consideration of compulsory education, promotion, and

elimination; certification of teachers; supervision of instruction; the training of teachers in service; the special class and society; class management, rewards, prizes and other incentives; course of study; adaptation of industrial education; moral education.

The course will consist of lectures, required readings and discussions.

Credit, 1 hour.

E14. Speech Defects and Their Correction

Room 5

DR. REIGART

2 hours a week. Second term. Tuesday, 3.45-5.45

The course is designed to assist teachers in the correction of speech defects and to aid in the development of language power.

The topics of lectures, discussions and readings include the psychology of speech, principal types of speech defects and principles and methods of correction. Opportunity is afforded for observation and practice.

Credit, 1 hour.

E15. Methods in Industrial Education for Defective Children Room 9

MISS HAMILTON

2 hours a week. First Term. Saturday, 9.15-11.15

This course will discuss each variety of hand work and show the order of development; the interrelation of the kinds of hand work as determined by the mentality required for their performance; the methods to be used in presenting the same work to different grades of mentality; the correlation of hand work and academic studies; method of following up defective children after entering the industrial field.

In every case where it is possible, the relation will be shown between manual work used for development and an occupation, industry or trade.

Credit, 1 hour.

E16. Industrial Education for Defective Children (Practical Course)

Room 5

MISS HAMILTON

2 hours a week. Thursday, 3.45-5.45

The course is intended to give teachers skill in various forms of industrial work adapted to the needs of defective children. As far as practical, each branch will be taught by a trade worker. The course will include paper

work, cutting and pasting, bookbinding, leather modeling, hand and loom weaving, basketry and willow work, crocheting, embroidering, hand and machine sewing, clay modeling and pottery. Other industries will be included as the needs of the class arise.

Credit, 1 or 2 hours.

Er7. Practical Work in Manual Arts for Defectives

Room 5

MR. GRISWOLD

2 hours a week. Saturday, 11.15-1.15

The aim of this course is to give the teacher an idea of the possibilities of woodwork for the defective child, and the opportunity it offers for development along many lines, through correlation. Special emphasis will be given to the fundamental principles of wood construction, and the application of these principles to the teaching of defective children. Tools used will be analyzed, and as much practice as time will permit will be given to the making of useful models. Tool equipment, the kind and character of the material needed to carry on the work will be discussed. Coping saw work and brush making will be explained, and an opportunity will be given to construct models along these lines.

Credit, 1 hour.

Er8. Advanced Course in Manual Arts for Teachers of Defective Children

Room 5

MR. GRISWOLD

2 hours per week. Friday, 3.45-5.45

This will be a continuation of the work of the elementary course in Manual Arts and will be open to those having completed this course or its equivalent. Additional principles in construction will be considered and models involving these principles will be made. Models that may be used in teaching weaving, basketry, chaircaning, etc., will be constructed. Special attention will be given to exercises relating to centers of interest for defective classes.

Credit, 1 hour.

Er9. Methods of Teaching Manual Arts

Room 9

MR. GRISWOLD

2 hours per week. Second Term. Saturday, 9.15-11.15

This course is open only to students who have completed the elementary course in manual arts, or its equivalent. It will consider those pedagogical

methods which are applicable to the teaching of this subject. The problems that confront the teacher on this subject will be considered. Some of the topics discussed will be: organization, equipment, characteristics of material and adaption to various uses. Detailed outlines for typical lessons and the presentation of the same to the class for discussion and criticism will be required. Selected readings from books on Manual Arts will be assigned.

Credit, 1 hour.

E20. Housekeeping, Including Cooking

Room 5

2 hours per week. Saturday, 2.15-4.15

The course will consist of practical work in cooking and the household arts and will be specially related to the needs of defective children.

Special application should be made for the enrollment in the class as only a limited number of students can be accommodated.

Credit, 1 hour.

E21. Research

Hours to be arranged

Opportunity for research work will be provided. Students who desire to take the research work should consult with the Director of the Department.

Credit, 1 or 2 hours.

E22. Medical Clinic

Medical College 26th St. and 1st Ave.

DR. FISHER

2 hours per week. 4-6 (Days to be arranged)

Fifteen clinics of two hours each will be held under the direction of Dr. Edward D. Fisher, Professor of Neurology, New York University and Bellevue Hospital Medical College. Cases will be presented including Hydrocephalus; (external and internal) Microcephalus; Little's Disease (polioencephalitis); Paralysis in children (Infantile cerebral paralysis—Infantile spinal paralysis (anterior poliomyelitis), Cerebral tumors; Epilepsy (grand mal, petit mal, psychic equivalent); Chorea (Sydenham's, Huntington's); Choreic; Cerebrospinal meningitis; Tubercular meningitis; Neuritis multiple (diphtheretic, arsenical poisoning, etc.); Dystrophies; Hypothyroidism—Cretinism, Mongolian Family Idiocy, Amaurotic Family Idiocy; Hyperthyroidism (Exophthalmic Goitre); Syphilis (congenital, acquired); Friedreich's ataxia; Myatonia.

Credit, 1 hour.

E23. Psychological Clinic

Room 1

2 or 4 hours per week. Wednesday, 3.45-5.45 or Saturday, 9.15-1.15

A psychological clinic will be maintained in the psychological laboratory of the School of Pedagogy under the direction of the Staff on Wednesdays, 3.45-5.45, and Saturdays, 9.15-1.15.

Assignments will be made by appointment to advanced students for the examination of the children.

Credit, 1 or 2 hours.

E24. Mental and Moral Delinquency

DR. CARLEY

One afternoon per week. Time to be arranged. The first session of the class will be held Friday, October 2, 3.45 P9

The immediate aim of this course is to study at first hand the abnormal person as evidenced by crime and disease. Synoptic Studies presenting the data gathered by the lecturer concerning fifty inmates (25 white and 25 colored) of the New Jersey State Reformatory for men are used for detailed consideration. A careful review and criticism will be made of the literature of tests applied in mental and moral delinquency and an opportunity afforded for trips to courts, reformatories and institutions.

The course is, therefore, of practical interest not only to teachers but also to students of mental hygiene and the problems of crime. Lectures, readings and discussion.

Credit, 2 hours.

E27. [716] Home Economics—Methods and History

MRS. WILLIAMS

3 hours a week. Saturday, 9.15-12.15

This course covers the subject as taught in the public schools of the City of New York and is given in connection with the course at the University Summer School. It will prepare teachers holding license No. 1, for positions in Evening or Vacation Schools and will shorten the time required in the summer course for those wishing to teach in the day elementary schools. The course will include the study of food materials, the principles of nutrition, selection of foods and marketing, the history of cooking, sanitation, house decoration and the principles of psychology as related to the subject

and the planning of lessons. Sufficient practical work will be given by the instructors to illustrate the theory given in the lectures. Theory of color and abstract color schemes will be given the first year in house decoration, and the second year will include a study of furniture, rugs, textiles and the making of model rooms. Material fee, \$10.00.

Credit, 3 hours.

DOMESTIC ART

Director of the Department

MRS. ANNE L. JESSUP, Director of Domestic Art in the Public Schools of
New York City

Instructors

MRS. FRANCES H. CONSALUS, Teacher of Domestic Art in High Schools
New York City.

MISS JANE G. CLOSE, Supervisory Teacher of Domestic Art, New York City.

MRS. JOHANNA L. THOMAE, Trade Dressmaker.

The Department of Domestic Art has been created to meet the needs of teachers who desire to give instruction in this subject. The course includes instruction in basketry, weaving, cord and raffia construction work, hand sewing, drafting patterns, use of patterns, costume designing, crinoline modeling, practical dressmaking, methods of teaching and the study of textiles.

The classes are intended to fit teachers for special work as supervisory teachers, and as teachers in Day High, Evening and Vacation Schools, for promotion license in the New York City Elementary Schools and for teachers of Ungraded Classes of Abnormal Children.

They are also open to all who desire to add this subject to their general pedagogical equipment.

Credit is given by the University toward a degree, and will also be accepted by the Board of Examiners of the New York City Public Schools.

A complete set of models such as are used in the New York Public Schools will be made and retained by each student.

E28. [617] Basketry and Chaircaning

MRS. CONSALUS.

2 hours a week. Saturday, 9.15-11.15

The aim of this course is to make the student familiar with simple and advanced problems in the various styles of woven and coiled basketry. The history of designs in Indian Baskets will be studied. Simple and advanced problems given in chaircaning. Fee for material \$5.00.

E29. Primary Construction Work

MRS. CONSALUS

1 hour a week. Saturday, 11.15-12.15

This course includes instruction in cord and raffia work, weaving, ring making, brush making and hand loom weaving. Fee for material \$4.00.

E30. Hand Sewing and Garment Making

MISS CLOSE

3 hours a week. Saturday, 9.15-12.15

A graded course of instruction in needle work, drafting, blackboard illustration and garment making as taught in the grades of the New York Elementary Schools. Fee for material \$4.00.

E31. [616] Dressmaking

MRS. THOMAE AND MISS CLOSE

3 hours a week. Saturday, 9.15-12.15

Instruction is given in machine sewing, drafting, use of bought patterns, costume designing, crinoline modeling and practical dressmaking. This course is especially designed to prepare teachers for high and evening schools. Fee for material \$5.00.

E32. [621] Methods of Teaching Domestic Art

MRS. CONSALUS

1 hour a week. Saturday, 12.30-1.30

The aim of this course is to give instruction in Methods of Teaching Domestic Art, and in blackboard illustrations. Model lessons are given by the students.

E33. Advanced Methods of Teaching and Instruction in Fibres and Textiles

MRS. CONSALUS

1 hour a week. Saturday, 2-3

Lectures will be given on methods of teaching and on the supervision of classes. Also on the development of various fibres into textile fabrics.

E34. [605] Principles of Kindergarten Education

Room 3

MISS MILLS

1 hour a week. Tuesday, 4.45-5.45

This course will consist of a series of lectures and discussions dealing with the general principles underlying kindergarten theory and practice. The relation of the kindergarten to the primary school will be considered as giving rise to new problems of supervision.

Some of the special subjects to be treated are the following:

Child interests, instincts, and characteristic activities as indicating steps in child development; classification of characteristic activities as available for the child's normal development; the organized materials of the kindergarten principles, values, and method of administration.

For special circular giving a complete list of courses in Kindergarten Training apply to Miss Harriette Melissa Mills, University Building, 32 Waverly place, New York City.

E35. Methods of Teaching Commercial Subjects

Room C3

MR. BARBER

2 hours a week. Saturday, 9.15-11.15

The course will embrace, a short history of commercial education; a study of secondary schools offering commercial subjects, their classification, location, organization, curricula, equipment and relation to mercantile and industrial centres; a consideration of the pupil body, its composition, characteristics, peculiarities, and needs with reference to commercial subjects; a study of the teacher, his education, training, practical experience, and aptitude with regard to commercial subjects; a brief presentation of the various general methods of teaching, followed by detailed discussion concerning the aim, organization, content and method of such subjects as commercial arithmetic, bookkeeping, office practice, accounting, commercial law, commercial geography, stenography and typewriting.

Credit, 2 hours.

E36. Methods of Teaching Stenography

Room C4

2 hours a week. Saturday, 2.15-3.00 and 4.15-5.15

MR. FRANK

This course is especially designed for those who wish to prepare themselves to teach stenography and typewriting, and for those already teaching, who wish to render their instruction more scientific and effective.

The class will first be guided to the establishment of an educational aim with respect to stenography and typewriting, and the consummation of this aim will be accomplished by true pedagogical and psychological methods.

The following subjects are discussed with relation to methods of teaching stenography:—The will, the memories, interest, attention, habit formation; fatigue, training of the powers of judgment, imagination, and concentration; apperception; Herbartian steps; induction; deduction; multiple sense appeal; drill; class-room management; methods of developing speed; devices and the use of charts and blackboards; specific methods of teaching particular principles; methods of correcting pupils' errors.

The natural method of acquiring touch typewriting will be thoroughly discussed.

The period from 4.15 to 5.15 will be devoted to laboratory work in methods of teaching stenography and typewriting. Subjects will be assigned to students for investigation and report and the results will then be discussed in class. There will be actual experiments and model lessons. Students will be directed to observe the methods in various schools and report the results of their visits. This work should prove of special value to teachers of experience who desire to keep abreast of the latest thought in shorthand and typewriting methods. Special attention will be devoted to the troublesome problems of shorthand and the answering of the kind of questions which perplex students.

The course is presented in such a way that those who are beginning to learn the principles of shorthand will have no difficulty in following all the lectures.

Credit, 2 hours.

E37. School and Class Management

Room 4

1 hour per week, Friday, 4.45-5.45

DR. PERRY

The course considers in detail the problems of the school principal and the class teacher. The foundation is laid in a consideration of the place of the school in the State and the consequent relationships of parents, pupils,

and school officers. Specific problems in organization and administration are reviewed, such as time schedules, promotions, examinations, etc. About half the course is given to the topic of discipline. The work is presented through lectures, discussion, and collateral reading. The chief texts are *Bagley's Classroom Management*, *Perry's The Management of a City School*, and *Perry's the Status of the Teacher*.

Credit, 1 hour.

E38. [420] Methods of Teaching English in Elementary Schools Room 5

DR. KLAPPER

1 hour a week. Wednesday, 3.45-4.45

This course will begin with an application of the problems of general method to the teaching of English in the elementary schools. The underlying problem of the year's work will be, "What are the permanent educational values of an elementary course in English and how can we best give these to our children."

The course will open with a brief discussion of the standards in terms of which a sound course in English must be judged. The relative methods of courses of study in various city school systems and the special needs of New York City Schools will then be outlined.

The more important part of the course will be divided into two parts, "The Teaching of Composition" and "The Teaching of Literature."

(a) The Teaching of Composition will approach the problem from two viewpoints. The expressional aspect of composition, which regards composition as an art and concerns itself mainly with well organized and forceful oral expression, will be taken up first. This will be followed by a study of the formal aspect of composition, which deals in the main with the science side of written speech. Among the important topics that will be considered in this part of the course will be: the teaching of the formal laws of composition; the value of the model in composition; the place of formal grammar in the elementary school; the relation of grammar to composition; methods of teaching grammar; the teaching of spelling and dictation; the enrichment of the vocabulary, i. e. the "meaning and use lesson"; etc.

(b) The Teaching of Reading will form the concluding part of the course. In considering the details of methods which govern the teaching of reading in all grades, the guiding aim will be "How can the elementary school teacher inculcate a love for good reading." Such topics as the principles governing sound methods in primary reading, reading in the intermediary grades, 3A-6B, the teaching of literary masterpieces, the place of drama-

tization in literary teaching, "giving the literary sense," the evolution of the growing child's interests, the reading matter for the pre-adolescent and the adolescent of both sexes, will receive careful consideration.

The course will be conducted by lectures, discussions and short reports of pedagogical problems assigned to members of the class. Systematic reading in such books as Chubb, "The Teaching of English," Goldwasser, "Methods and Methods in English," Cooley, "Language Teaching in the Grades," etc., will be required.

Credit, 1 hour.

E39. Methods of Teaching Music in Elementary and Secondary Schools

MISS MACCONNELL

1 hour a week. Thursday, 3.45-4.45

The material for this course covers (1) the care and proper use of the voice in growing, maturing and matured pupils; (2) sight-singing and tone-thinking in all grades; (3) repertoire for all grades; (4) theory and appreciation in advanced grades; and (5) manner of presentation.

Credit, 1 hour.

E40. High School Music

MISS MACCONNELL

1 hour a week. Thursday, 4.45-5.45

The relation of high school music to music of the grades. Bibliography of high school texts. Voice examination, test and classification. Formation of glee clubs. Art of conducting high school chorus singing. Bibliography of high school, basic and supplementary texts.

Credit, 1 hour.

E41. Sight-Singing

MISS MACCONNELL

1 hour a week. Saturday, 9.15-10.15

This course offers practical instruction and drill in Sight-singing without an accompaniment. The material used progresses from the simplest scale steps to and through standard a cappella music.

Credit, 1 hour.

E42. Tone Thinking and Ear Training

MISS MACCONNELL

1 hour a week. Saturday, 10.15-11.15

The aim of this course is to develop the power of recognizing rhythms promptly; of thinking in musical idioms; of using music as a language to be thought, to be read and to be reproduced.

Credit, 1 hour.

E43. Elementary Harmony

MR. SCHWARZ

1 hour a week. Saturday, 12.15-1.15

This course begins with the study of intervals, both harmonic and melodic, and proceeds through the secondary seventh chords in major and minor. Required work includes harmonization of the given bass and the given soprano, with construction of original exercises in four parts involving each new chord as it is taken up.

Credit, 1 hour.

E44. Rudiments of Music and Melody Writing

MR. SCHWARZ

1 hour a week. Saturday, 11.15-12.15

The signs and technical terms used in music are explained. Scale forms and keys in major and minor. Original melodies are required in phrase and period form: In diatonic progression with simple skips; chromatic inflection; in various rhythms; modulations to nearby related keys.

Credit, 1 hour.

E45. Advanced Harmony

DR. TAPPER

1 hour a week. Saturday, 9.15-10.15

This course provides a review of the preceding (Elementary Harmony) especially emphasizes harmonization of a given soprano. It proceeds from secondary seventh chords through chromatically altered chords to suspension, modulation, passing and changing tones. Original exercises involving each of these factors are required.

Credit, 1 hour.

E46. History of Music**DR. TAPPER**

1 hour a week. Saturday, 10.15-11.15

Topics: (1) Music before the Christian era; (2) music and the early Christian Church; (3) notation; (4) early attempts at association in parts; (5) lessons on palestrina; (6) early opera and oratoria; (7) the schools of music: Contrapuntal, Classic, Romantic, Modern; (8) development of form.

Research work is required and topics will be assigned for original investigation.

Credit, 1 hour.

E47. Music Appreciation**DR. TAPPER**

1 hour a week. Saturday, 3.15-4.15

The various music forms are studied in chronological order. These forms include the folk song, the suite (and its component dances), the sonata, symphony, overture, symphonic poem, and the concurrent vocal forms (early types of songs, opera, oratoria, Lied, art song, etc.). The course will be freely illustrated by instrumental and vocal music.

Credit, 1 hour.

E48. Principles of Vocational Education**Room 7****DR. PICKETT**

1 hour a week. Saturday, 2.15-3.15

The course will treat of the principles of education as applied to vocational school problems. The scope and content of this form of education will be discussed with its needs, together with its achievements and its possibilities. The course will include lectures, required reading, visits to schools, etc.

Credit, 1 hour.

E49. Organization and Management of Vocational Schools**Room 7****DR. PICKETT**

1 hour a week. Saturday, 3.15-4.15

The course will consider the various problems connected with the organization and management of vocational schools and will include visits to schools, shops, etc.

Credit, 1 hour.

E50. Methods of Teaching Vocational Subjects**Room 7****DR. PICKETT**

2 hours a week. Friday, 7.30-9.30

The course will consider the methods of teaching the various elements of a vocational school curriculum. The course will consist of lectures, required reading, visits to schools and shops. Arrangements will be made for practical work in teaching in the Vocational School.

Credit, 2 hours.

ADVERTISEMENT

THE HARRIETTE MELISSA MILLS KINDERGARTEN TRAINING
SCHOOL

Affiliated with New York University
New York University Building, Washington Square, East,
New York City

FACULTY

HARRIETTE MELISSA MILLS

Kindergarten Education

JAMES E. LOUGH, PH.D., PD.D.

(School of Pedagogy) Psychology

HERMAN HARRELL HORNE, PH.D.

(School of Pedagogy) History of Education

ELSIE A. MERRIMAN

Kindergarten and Primary Music, Voice Culture, Oral English

EUNICE FLORENCE FAULKNER

Art and Drawing

THOMAS M. BALLIET, PH.D.

(Dean of School of Pedagogy) Special Lecturer on Methods

MAUD LINDSAY

Special Lecturer on Stories and the Art of Story Telling

BERTHA JOHNSTON

Special Lecturer on Home Occupations and Mothers' Meetings

RAYMOND C. OSBURN, PH.D.

(Barnard College) Special Lecturer on Biology

The school is organized for the training of teachers for kindergarten and primary work, and offers to graduates of approved secondary schools a two^{or} years' course leading to a diploma. This course is approved by the New York State Board of Regents and by New York City Board of Education.

The school is assisted by professors of the School of Pedagogy, and students are offered exceptional advantages for regular and special courses in pedagogical studies.

By special arrangement, the kindergarten department of the Summer School at University Heights offers courses that may be taken for credit toward the diploma of the training school.

School year opens on September 26th, 1914.

For further information address

HARRIETTE MELISSA MILLS, *Principal*.

THE WOMEN'S ADVISORY COMMITTEE

In 1890 the Council of the University, recognizing that the enrollment of graduate students included the names of several women as candidates for the Doctorate in Philosophy, and recognizing further that the School of Pedagogy just founded was likely to enroll women students in equal numbers with men, deemed it expedient that the Council should have the co-operation of representative women in the promotion of the University's work for women, and accordingly established the Women's Advisory Committee

President—MRS. EDWARD C. BODMAN, L.H.M.

Vice-President—MRS. ROSWELL ELDRIDGE

Secretary—MISS EMILY CODDINGTON, Ph.D.

Treasurer—MRS. O. S. LYFORD, JR.

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Term expiring 1914

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MISS ISABELLE M. KOBBE

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1915/16

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MAY 13, 1915

No. 12

SCHOOL OF PEDAGOGY

ANNOUNCEMENTS FOR THE TWENTY-SIXTH YEAR

1915 : : 1916



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CALENDAR

1915

Sept. 25	Saturday,	Enrollment, Formal Opening.
Oct. 16,	Saturday,	Last day for filing subject and outline of Doctor's Thesis.
Nov. 2	Tuesday,	Election Day, Holiday.
Nov. 25-27	Thurs., to Saturday, inclusive.	Thanksgiving Recess.
Dec. 23-Jan 1,	inclusive,	Christmas Holidays.

1916

Jan. 24-29	Mon. to Saturday	First Term Examinations.
Jan. 31,	Monday,	Second Term Begins.
Feb. 12,	Saturday,	Lincoln's Birthday.
Feb. 22,	Tuesday,	Washington's Birthday.
April, 1,	Saturday,	Application for degrees must be made on or before this date.
April 18-24,	Tuesday to Monday, inclusive,	Easter Recess.
April 3,	Monday,	Last day for presenting Doctor's Thesis.

May 8-20, Mon to Saturday, Final Examinations.

June 7, Wednesday, Commencement.

For information regarding the School of Pedagogy address Acting Dean JAMES E. LOUGH, PH.D., New York University, Washington Square, New York City. The Acting Dean's office hours are Saturday, 9.15-11.15 A.M., and Friday, 3.30-4.45.

CONSULTATION HOURS

Professor Lough, Saturday, 9.15-11.15; Friday, 3.30-4.30.

Assistant Professor Kohl, Saturday, 11.15-1.15; Tuesday and Wednesday, 3.30-4.30.

Professor Radosavljevich, Saturday, 12.15-1.15 and before or after lecture.

Professor Horne, Saturday, 9.15-10.15, and Tuesday and Wednesday, 3.30-3.45.

Other members of the faculty before and after lectures.

J. H. B. Ward

FACULTY

OFFICERS OF ADMINISTRATION

ELMER ELLSWORTH BROWN, PH.D., LL.D.,
Chancellor of the University.

*THOMAS M. BALLIET, PH.D.,
Dean of the School of Pedagogy.

JAMES E. LOUGH, PH.D., PD.D.,
Acting Dean of the School of Pedagogy.

FRANK A. FALL, M.A.,
Bursar of the University.

MILTON E. LOOMIS, M.A.
Acting Registrar of the University.

FRANCES M. WOODWARD,
Librarian of the School of Pedagogy.

OFFICERS OF INSTRUCTION

PROFESSORS

*THOMAS M. BALLIET, PH.D.,
Dean; Professor of the Science of Education.

ROBERT MACDOUGALL, PH.D.,
Professor of Descriptive Psychology.

JAMES E. LOUGH, PH.D., PD.D.,
Acting Dean; Professor of Experimental Psychology.

HERMAN HARRELL HORNE, PH.D.,
Professor of the History of Education and of the History of Philosophy.

*Dean Balliet will take his sabbatical year during 1915-'16 and all official correspondence should be addressed to the Acting Dean.

CHARLES GRAY SHAW, PH.D.,
Professor of Ethics and Assistant Professor of Philosophy.

PAUL R. RADOSAVLJEVICH, PH.D., PD.D.,
Professor of Experimental Pedagogy.

CLAYTON C. KOHL, PH.D.,
Associate Professor of Secondary Education.

RUDOLPH M. BINDER, PH.D.,
Assistant Professor of Sociology.

LECTURERS AND INSTRUCTORS

META L. ANDERSON, B.S., *Education of Defective Children*
Supervisor of Special Classes in Newark, N. J., Public
Schools.

WILLIAM A. BARBER, B.C.S.,
Methods of Teaching Commercial Subjects
Instructor in Accounting, New York University.

ROSE BEBB, M.D., *Anatomy and Physiology*
Instructor in Anatomy and Physiology, New York
University.

E. A. BOLGER, M.A.,
Methods of Teaching Stenography and Typewriting.
Instructor in Commercial Subjects, Brooklyn Com-
mercial High School.

A. A. BRILL, M.D., *Psycho-analysis*

LEON A. CARLEY, PH.D., *Mental and Moral Delinquents*
Lecturer on Moral Delinquents, New York University.

MARY G. CRAHAN, *Practical Phonetics*
New York Training School for Teachers.

C. WARD CRAMPTON, M.D., *School Hygiene*
Director of Physical Training, New York City Schools.

- EDGAR A. DOLL, B.A., *Psychology of Defectives*
Assistant Psychologist, Department of Research, Vine-
land, N. J.
- LIDA B. EARHART, PH.D., *Methods of Study*
Principal of Public School 50, Bronx.
- GERTRUDE EDMUND, PH.D., *Oral Presentation*
Instructor, New York Training School for Teachers.
- ELIZABETH E. FARRELL, *Education of Defective Children*
Inspector of Ungraded Classes, New York City Schools.
- EDWARD D. FISHER, M.D., *Medical Clinic*
Professor of Mental and Nervous Diseases, New York
University.
- CHARLES L. FRANK, B.S., LL.B.,
Methods of Teaching Stenography
Lecturer on Commerce, New York University.
- LAURA B. GARRETT, *Social Hygiene*
- HENRY H. GODDARD, PH.D., *Psychology of Defectives*
Director of Research, Training School for Backward and
Feeble-minded Children, Vineland, N. J.
- EDWARD D. GRISWOLD, *Education of Defective Children*
Instructor in Manual Training, Stuyvesant High School.
- HELEN M. HAMILTON, B.A., PH.B.,
Education of Defective Children
Supervisor of Special Classes, Jersey City, N. J., Pub-
lic Schools.
- WILLIAM R. HARPER, B.A., *Education of Defective Children*
Director of Games and Athletics, Brooklyn Training
School for Teachers.
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Experimental Didactics in Arithmetic
Principal, Public School 27, Jersey City, N. J.

OLIVE M. JONES, B.A., *Treatment of Delinquents*
Principal, Probationary School 120.

ISIDORE KAYFETZ, PD.M., *Assistant in School Efficiency Tests*

PAUL KLAPPER, PH.D., *Methods in English*
Assistant Professor of Education, College of the City of
New-York.

CARL A. KRAUSE, PH.D., *Methods in Foreign Languages*
Lecturer on Methods in Modern Foreign Languages.

FREDERICK H. LAW, PH.D.,
Methods in Secondary School English
Head of the Department of English, Stuyvesant High
School.

J. EDWARD MAYMAN, PH.D., *Methods in Elementary Science*

HARRIETTE MELISSA MILLS, *Kindergarten Education*
Principal, Harriette Melissa Mills Kindergarten Train-
ing School.

BARBARA SPOFFORD MORGAN,
Diagnosis of Backward Children

ARISTINE P. MUNN-RECHT, M.D., *Anatomy and Physiology*
Lecturer on Anatomy and Physiology, New York
University.

MARCUS NEUSTAEDTER, M.D., PH.D., *Medical Clinic*
Instructor in Nervous Diseases, New York University.

JULIA O'BRIEN, B.S., *Housekeeping*

ARTHUR C. PERRY, JR., PH.D., *School Administration*
District Superintendent of Schools, New York City.

CHARLES J. PICKETT, PD.D., *Industrial Education*
Principal, Vocational School, New York City.

JOHN E. REIGART, PH.D., *Speech Defects*
Principal, Public School 166, Manhattan.

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High School of Commerce, New York City.

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General Secretary, American Social Hygiene Association.

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Lecturer on Music Appreciation, New York University.

GEORGE EVERETT WALK, PH.D.,
 Methods in Reading and Arithmetic
Lecturer on Education and Psychology, Extramural
Division, New York University, Instructor in
Education, City Training School, Paterson, N. J.

ELIZABETH A. WALSH, B.S., *Education of Defective Children*
Assistant Inspector of Ungraded Classes, New York
City Schools.

IRA S. WILE, M.D., *Educational Hygiene*
Member of Board of Education of New York City.

GENERAL STATEMENT

Departments

The School of Pedagogy, as a professional school of equal rank with the other professional schools of the University, was established by vote of the University Council on March 3, 1890. Previous to that date lecture courses in Pedagogy had been given for four successive years, and the School is in part the outgrowth of these courses. It was the first professional school of university grade for the study of education, in distinction from lectureships and professorships of education, established in this country.

The school admits as candidates for its degrees of Master of Pedagogy and Doctor of Pedagogy only those students who possess the baccalaureate degree from recognized colleges; special students and undergraduates from the University College, the Washington Square College, and the School of Commerce of the University will be admitted to other courses of the School and receive such credit in their own school as their respective faculties may allow.

Location

The School of Pedagogy occupies the ninth floor of the University Building; the entrance to the elevators is at 32 Waverly Place. The building is easily reached from any section of the Metropolitan District. The surface line from the Christopher Street Ferry to Jersey City and Hoboken passes at University Place within one block of the building; the Broadway line at Waverly Place, the Bleecker Street and Eighth Street stations on the Sixth Avenue Elevated, the Ninth Street station on the Third Avenue Elevated, the Astor Place station of the Subway, and the Hudson Tunnel station at Ninth Street, are all within a few minutes' walk of the school.

Libraries

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are constantly being added.

The Public Library of the City of New York, located at Fifth Avenue and Forty-second Street, which contains the collections formerly at the Lenox and Astor branches, is within a fifteen minutes' trolley ride from the University Building. The Ottendorfer Branch of the Public Library is located at 135 Second Avenue. The Library of the Academy of Medicine, 17 West Forty-third Street, contains among its large collection many valuable books necessary in pedagogical study and research, not to be found in any other library of the city. These great libraries are open free to students of the School.

Conditions of Matriculation

For the degrees of the School only graduates of approved colleges are matriculated.

To the special and undergraduate courses of the School only those who have completed two years of work in an approved college or who have graduated from a State Normal School or City Training School will be admitted.

Directions for Registration

Applicants for matriculation are requested to make formal application and submit their credentials to the Secretary of the Faculty, if possible, before the formal opening of the School, which will be on Saturday, September 25, at 10.30 A.M.

Enrollment cards may be secured at the offices of the School of Pedagogy. They must be filled out in duplicate, filed with the Bursar and the enrollment fee paid before the student enters a class. In case an application for matriculation is rejected or the election of courses disapproved by the Dean,

the enrollment fee is refunded. Any change in the courses elected must have the approval of the Dean and can be made only upon written request.

The offices of the School will be open for the reception of applications and credentials on and after September 21, from 10 A.M. to 5 P.M.

Members of the Faculty will be at the School daily on and after September 25 for consultation in regard to the election of courses.

The Fall term begins September 25. Saturday, October 16, is the last day for registration for students who wish to receive credit for first term courses. There will be an examination in all classes in January, and students will be required to attend at least eighty per cent. of class exercises or lectures of the entire course in order to receive credit for the course. It will therefore be greatly to their advantage to register early.

Degrees

In the School of Pedagogy the University confers the degrees of Master of Pedagogy (Pd.M.) and of Doctor of Pedagogy (Pd.D.) Students matriculated in the Graduate School of the University are permitted to take certain courses in education in the School of Pedagogy as a major for the degrees of Master of Arts and Doctor of Philosophy.

The degrees of Master and Doctor of Pedagogy are recognized by the New York Board of Education as equivalent to the corresponding degrees of Master of Arts and Doctor of Philosophy and entitle the holders to the same privileges.

Requirements for the Master's Degree

Ten hours of class-room work per week for the University year (20 points) is the minimum requirement for the degree of Master of Pedagogy (Pd.M.). These hours must include

the following courses: Principles of Education, History of Education, and either Descriptive Psychology or Educational Psychology, together with four additional hours elected with the approval of the Dean.

In addition to the satisfactory completion of these courses, the student must present a certificate showing two years' successful experience in teaching. A high degree of scholarship is required in all courses taken.

Candidates for this degree must file written application not later than April 1, preceding the commencement at which the degree is to be conferred.

Requirements for the Doctor's Degree

The minimum requirements for the degree of Doctor of Pedagogy are twenty-five hours (fifty points) of graduate work (including the courses taken for the degree of Master of Pedagogy). At least twelve of these hours (twenty-four points) must be taken in Group A. They must include such seminars as the Faculty may appoint. The selection of all courses requires the approval of the Dean.

In addition to the satisfactory completion of these courses, the student must present a certificate showing two years' successful experience in teaching. A high degree of scholarship is required in all courses taken.

Thesis for the Doctorate. For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," must be delivered to the Secretary of the Faculty *not later than the first Monday in April* preceding the Commencement at which the conferring of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval before the third Saturday in October of the same academic year. This Thesis must show original treatment, or give evidence of independent research. The Thesis upon its acceptance becomes the property of the

University and cannot be published by its author without the written consent of the Faculty.

Final Examination for Doctor's Degree. Candidates for the doctorate must successfully pass an oral examination before the Faculty of the School. Candidates shall be eligible for this examination only after the acceptance of the required Thesis. The examination shall be concerned with the following topics: (a) the subject matter of the Thesis presented by the candidate; (b) the general history of the period with which the Thesis is concerned (if the latter is historical in character); (c) the history and principles of education; (d) psychology; (e) experimental Pedagogy.

A preliminary written examination is required of candidates for the degree of Doctor of Pedagogy early in the academic year in (c), (d) and (e). This rule applies only to candidates matriculating since September, 1912.

Candidates who wish to write a Thesis on a subject on which the literature is largely in foreign languages must have a reading knowledge of these languages.

Courses in the Graduate School and Graduate School Degrees

The School of Pedagogy is closely affiliated with the Graduate School, the Washington Square College and the School of Commerce of the University, and students of the School of Pedagogy who wish to fit themselves for positions in secondary schools or colleges may, in connection with their pedagogical work, pursue advanced academic courses in their specialties in these Schools. A limited number of such courses may be substituted, by special permission of the Faculty of the School of Pedagogy, for professional courses in that school. Matriculated students of the School of Pedagogy may pursue such courses in the Graduate School upon payment of the usual tuition fees of that school without matriculating in the Graduate School. Students who wish to enroll themselves as candidates for the degrees of Master of Arts and Doctor

of Philosophy, with Education as their major subject, as well as for the degree of Master and Doctor of Pedagogy, must at the time they become candidates for these degrees apply for matriculation in the Graduate School, as well as in the School of Pedagogy. Courses in Education in the Graduate School will be accepted for credit toward the degrees of both.

Attendance

No student who has not attended eighty per cent. of the lectures of an entire course, in addition to passing the required examinations, can receive credit for such course.

Credits

The unit of credit in the case of lecture courses and seminars is thirty hours of class-room work (two points credit). In case of practice courses, one hour of credit is given for three hours of work; and no credit is given unless such practice work is taken in connection with the lecture course to which it relates.

Fees

Matriculation fee paid on entering the School of Pedagogy	\$5.00
Tuition fee for each 2 point course	10.00
For each 4 point course	20.00
Laboratory fee in Anatomy and Biology	5.00
Material fee, Housekeeping, Woodwork	3.00
Laboratory fee in Psychological Clinic and Pedagogical Anthropology	2.00
Diploma fee	10.00

All fees are to be paid to the Bursar of the University, who will stamp the cards of admission, which are attached to the enrollment blank and which must then be presented by the student to the instructor before credit will be given for attendance. One-half of the tuition fees for the year must be

paid on or before October 15, and the other half on or before February 15. When the total amount of fees does not exceed \$25, the whole amount must be paid on or before October 15.

If a student is absent or fails in an examination he may take the examination with the succeeding class a year later without charge. Special examinations may be granted for satisfactory reasons at the discretion of the instructor, in which case a fee of \$2 is charged and is paid into the library fund at the Bursar's Office.

A student will not be entitled to credit in any of his courses until all fees have been paid.

Living Expenses

Students can obtain good board, including room, for \$8 and upwards per week, conveniently near the University Building. Inquiries with reference to board may be sent to the Secretary.

Fellowships and Scholarships

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500 founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD FELLOWSHIP of \$5,000, founded in 1894 by Mrs. Finley J. Shepard, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE EDWARD R. SHAW SCHOLARSHIP of \$2,000, founded by the students and alumni of the School of Pedagogy and members of the Woman's Advisory Committee, in memory of Dr. Shaw, late Dean of the School, for the benefit of teachers of the metropolitan district.

P. S. 104 SCHOLARSHIP of \$1,000, given by Miss Rose N. Yager. The scholarship provides tuition for one student each year, appointed by the Secretary with the approval of the Principal of Public School No. 104 New York City. Only teachers of the above-named school are eligible.

THE HELEN DAY GOULD FELLOWSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller Gould, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Mrs. Finley J. Shepard.

THE WESTERN FELLOWSHIP of \$5,000, and THE SOUTHWESTERN FELLOWSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Mrs. Finley J. Shepard.

The Western Fellowship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Fellowship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHROP FELLOWSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding to the student the entire cost of tuition for one year.

Each of the \$5,000 fellowships is intended to yield to the holder \$225 a year; the \$4,000 fellowship, \$180 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year.

Candidates for Endowed Fellowships and Scholarships, except the Shaw Scholarship and the Public School No. 104 Scholarship, will note the following conditions:

The applicant must state his age, and submit his scholastic and professional record in full, showing what branches of study he has pursued and with what success, what degrees he has won, what positions he has filled and with what success, together with testimonials of character and of ability to profit by advanced university study of pedagogy.

The applicant must be of sound health and free from any physical infirmity.

The applicant must state whether it is his intention to pursue studies at the University School of Pedagogy for one or for two years. Applicants entering for the entire course of resident study for two years will receive preference over applicants who wish to enter for one year.

The holder of an endowed scholarship is not permitted to take other courses than those prescribed in the School of Pedagogy, or to engage in any remunerative work except by written permission of the Dean.

Holders of scholarships must reside in New York City or vicinity during the academic year. They must maintain a high standard of scholarship. They may each be called upon by the Faculty to spend not over one hour daily, outside of their class hours, in assisting the Librarian or a professor.

The violation of any of these conditions immediately vacates the scholarship.

One-third of the annual value of the scholarship is paid on the 15th day of December, one-third on the 15th day of March, and the remaining third on the 5th day of June.

Holders of scholarships or fellowships are not exempt from the payment of the matriculation fee of \$5.

Candidates should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Dean of the School not later than September 1. The assignment is usually made much earlier.

University Philosophical Society

This Society was organized in 1910 by students of the School of Pedagogy and of the Graduate School for the study of philosophic problems. Meetings are held once a month throughout the school year. Membership is open to all

students of the University interested in philosophy. The annual dues are one dollar. The Society undertakes to publish each year the best thesis submitted in the Philosophy of Life course. The best thesis for the year 1915 was submitted by John S. Roberts on "The Cosmologies and Immortality."

Employment of Teachers

The Dean of the School will communicate with Boards of Trustees and Superintendents of schools who may be seeking teachers well equipped in Pedagogy as principals or superintendents of public schools, or as teachers in colleges, normal schools, training schools, etc. Students seeking such positions are invited to furnish data in regard to their academic and professional training and experience to the Dean. A number of teachers are placed in good positions every year. The demand for teachers has been greater than the supply.

COURSES OF LECTURES

GROUP A

Courses Open to Graduate Students only

Courses in brackets are not given 1915-16

Seminar in Principles of Education. 30 hours. Assoc. Prof.
Kohl. Monday, 4.45-5.45.

301, 302.

[Seminar in General Method. 30 hours. Dean Balliet.
Not given 1915-16.

303, 304.]

Seminar in the History of Modern Education. 60 hours.
Prof. Horne. Friday, 3.45-5.45.

305, 306.

Seminar in School Efficiency Tests. 30 hours. Prof.
Radosavljevich. Saturday, 11.15-12.15.

307, 308.

Seminar in Intelligence of School Children. 30 hours. Prof.
Radosavljevich. Alt. Mondays, 10-12.

309, 310.

[Seminar in Experimental Pedagogy. 60 hours. Prof.
Radosavljevich. Not given 1915-16.

311, 312.]

Research in Pedagogy. 60 hours. Prof. Radosavljevich.
Friday, 3.45-5.45.

313, 314.

[Modern Tendencies in Pedagogy. 30 hours. Prof. Rado-
savljevich. Not given 1915-16.

215, 216.]

Anthropological Study of School Children. 60 hours. Prof. Radosavljevich and Dr. Munn-Recht. Saturday, 9.15-11.15.
217, 218.

[Economy and Hygiene of Learning. 30 hours. Prof. Radosavljevich. Not given 1915-16.
219, 220.]

Experimental Didactics of Arithmetic. 30 hours. Dr. Howell. Friday, 4.45-5.45.
221, 222.

Psycho-analysis (Advanced Course). 30 hours. Dr. Brill. Monday, 3.45-4.45.
223, 224.

Social Psychology. 60 hours. Prof. MacDougall. Friday, 3.45-5.45.
Philosophy 211, 212.

GROUP B

Graduate Courses Open also to Undergraduates and Special Students of High Standing

Principles of Education. 60 hours. Assoc. Prof. Kohl. Saturday, 9.15-11.15.
101, 102.

General Method. 30 hours. Assoc. Prof. Kohl. Wednesday, 4.45-5.45.
103, 104.

School Administration: School and Class Management. 30 hours. Dr. Perry. Thursday, 4.45-5.45.
105, 106.

History of Education. 60 hours. Prof. Horne and Chancellor Brown. Saturday, 11.15-1.15.
107, 108.

Educational Psychology. 60 hours. Prof. Lough. Wednesday, 3.45-5.45.

113, 114.

[Educational Classics. Greek and Roman. 30 hours. Prof. Horne. Not given 1915-1916.

121, 122.]

Educational Classics. Modern Naturalists. 30 hours. Assoc. Prof. Kohl. Monday, 3.45-4.45.

123, 124.

[Educational Classics. Modern Realists. 30 hours. Prof. Horne. Not given 1915-1916.

125, 126.]

History of Ancient and Mediaeval Philosophy. 60 hours. Prof. Shaw. Saturday, 9.15-11.15.

Philosophy 101, 102.

History of Modern Philosophy. 60 hours. Prof. MacDougall. Monday, 3.45-5.45.

Philosophy, 101, 102.

Descriptive Psychology. 60 hours. Prof. MacDougall. Saturday, 9.15-11.15.

Philosophy, 113, 114.

Psychology of Adolescence. 60 hours. Prof. MacDougall. Wednesday, 3.45-5.45.

Philosophy, 111, 112.

Laboratory Psychology. 60 hours. Prof. Lough. Monday, 3.45-5.45.

Philosophy, 115, 116.

Principles of Sociology. 60 hours. Prof. Binder. Saturday, 11.15-1.15.

Sociology 101, 102.

Teachers Philosophy of Life. 30 hours. Prof. Horne.
Tuesday 4.45-5.45.

127, 128.

Moral Education. 30 hours. Prof. Horne. Saturday,
10.15-11.15.

129, 130.

[Religious Education. 30 hours. Prof. Horne. Not given
1915-16.

131, 132.]

Experimental Didactics. 60 hours. Prof. Radosavljevich.
Monday 3.45-5.45.

133, 134.

Mental and Moral Delinquents. 60 hours. Dr. Carley.
Tuesday 3.45-5.45.

137, 138.

Principles of Physical Training. 30 hours. Dr. Crampton.
Monday 4.45-5.45.

139, 140.

Principles of Vocational Education. 30 hours. Dr. Pickett.
Saturday, 2.15-3.15.

141, 142.

Organization and Management of Vocational Schools. 30
hours. Dr. Pickett. Saturday, 3.15-4.15.

134, 144.

Methods of Teaching History in the Elementary Schools.
30 hours. Assoc. Prof. Kohl. Tuesday, 4.45-5.45.

151, 152.

Methods of Teaching English in the Elementary Schools. 30
hours. Dr. Klapper. Tuesday, 3.45-4.45.

153, 154.

- Methods of Teaching Science in the Elementary Schools. 30 hours. Dr. Mayman. Saturday, 9.15–10.15.
155, 156.
- Methods in School and Personal Hygiene. 30 hours. Dr. Crampton. Monday, 3.45–4.45.
157, 158.
- Principles of Secondary School Education. 60 hours. Assoc. Prof. Kohl. Thursday, 3.45–5.45.
161, 162.
- Methods of Teaching English in High Schools. 60 hours. Dr. Law. Tuesday, 3.45–5.45.
163, 164.
- Methods in High School Mathematics. 60 hours. Mr. Schlauch. Saturday, 11.15–1.15.
165, 166.
- Methods of Teaching Modern Languages. 30 hours. Dr. Krause. Friday 3.45–4.45.
167, 168.

GROUP C

Undergraduate Courses which are also Open to Properly Qualified Special Students

- Outlines of Psychology. 60 hours. Prof. Lough. Saturday, 11.15–1.15.
Philosophy 1, 2.
- Elementary Logic. 30 hours. Prof. Horne. Tuesday, 3.45–4.45.
Philosophy 3, 4.
- Introduction to Philosophy. 60 hours. Prof. MacDougall. Saturday, 11.15–1.15.
Philosophy 7, 8.

Elementary Psychology. 60 hours. Prof. Lough. Monday, and Wednesday 2.15-3.15.

Philosophy 9, 10.

Educational Hygiene. 30 hours. Dr. Wile. Saturday, 11.15-1.15.

21. First Term.

Method of Teaching How to Study. 30 hours. Dr. Earhart. Thursday, 4.45-5.45.

31, 32.

Methods in Arithmetic and Reading. 30 hours. Dr. Walk. Thursday, 4.45-5.45.

33, 34.

Methods in Reading and Oral Presentation. 60 hours. Dr. Edmund. Saturday, 9.15-11.15.

35, 36.

Primary-Kindergarten Education. 30 hours. Miss Mills. Tuesday, 4.45-5.45.

37, 38.

Methods of Teaching Commercial Subjects (Bookkeeping, Office Practice and Accounting). 60 hours. Mr. Barber. Evening division, Wednesday, 7.45-9.45; Morning division, Saturday, 9.15-11.15.

1, 2.

Methods of Teaching Commercial Subjects (Business Arithmetic, Law and Commercial Geography). 60 hours. Mr. Barber. Wednesday, 4.45-6.45.

3, 4.

Methods of Teaching Commercial Subjects (Stenography and Typewriting).

Washington Square Division:

First term, all systems. 30 hours. Saturday, 2.15-3.15 and 4.15-5.15.

29.

Second term, Isaac Pitman. 30 hours. Saturday,
2.15-3.15 and 4.15-5.15.

30.

Or Second term, Gregg. 30 hours. Saturday, 2.15-3.15
and 4.15-5.15. Mr. Frank.

32.

Brooklyn Division:

First term, all systems. 30 hours. Friday, 7.30-9.30
29.

Second term, Isaac Pitman. 30 hours. Friday, 7.30-
9.30. Mr. Bolger.

Methods of Teaching Vocational Subjects. 60 hours. Dr.
Pickett. Friday, 7.30-9.30.

43, 44.

Wood Work for Teachers in Elementary Schools. 60 hours.
Mr. Griswold. Tuesday, 7.00-9.00.

45, 46.

Psycho-Analysis (Elementary Course). 30 hours. Dr. Brill.
Monday, 4.45-5.45.

51, 52.

Social Hygiene. 30 hours. Dr. Snow and Miss Garrett.
Wednesday 3.45-4.45.

53, 54.

GROUP D

Courses for Teachers of Backward and Defective Children

Anatomy and Physiology of the Child. 60 hours. Dr.
Munn-Recht and Dr. Bebb. Friday, 3.45-5.45.

1, 2.

Medical Clinic (Introductory Course). 60 hours. Dr.
Neustaedter. Saturday, 11.15-1.15.

3, 4.

Medical Clinic (Advanced Course). 60 hours. Dr. Fisher and Dr. Neustaedter. Friday, 4.00-6.00.

5, 6.

Psychology of Defectives. 30 hours. Mr. Doll and Dr. Goddard. Saturday, 12.15-1.15.

7, 8.

Diagnosis of Backward Children. 60 hours. Mrs. Morgan and Mr. Doll. Wednesdays 3.45-5.15 and Saturday, 11.15-12.15, or Thursday, 3.45-5.15, and Saturday, 11.15-12.15.

9, 10.

Physical Education. 30 hours. Mr. Harper. Saturday, 11.15-1.15. First Term.

11.

Plays, Games and Physical Exercise. 30 hours. Mr. Harper. Saturday, 11.15-1.15. Second Term.

14.

Methods of Teaching with Special Reference to Mental Defectives. 30 hours. Miss Anderson. Saturday, 11.15-1.15. First Term.

15.

Methods of Teaching with Special Reference to Retarded and Backward Children. 30 hours. Miss Walsh. Wednesday, 4.45-5.45.

17, 18.

Methods of Teaching with Special Reference to Low Grade Mental Defectives. 30 hours. Miss Walsh. Wednesday, 3.45-4.45.

19, 20.

Treatment of Delinquents. 30 hours. Miss Jones. Thursday, 3.45-4.45.

21, 22.

Organization and Management of Special Classes. 30 hours. Miss Farrell. Tuesday, 4.45-5.45.

23, 24.

Organization and Supervision of Schools for Defectives. 30 hours. Miss Anderson. Tuesday, 3.45-4.45.

25, 26.

Methods of Teaching Manual Arts. 60 hours. Mr. Griswold. Friday, 7-9.

27, 28.

Practical Phonetics. 30 hours. Miss Crahan. Tuesday, 5-6.

29, 30.

Speech Defects and Their Correction. 30 hours. Dr. Reigart. Tuesday, 4-5.

31, 32.

Industrial Education for Defective Children (Practical Course). 60 hours. Miss Hamilton. Section A, Friday, 3.45-5.45. Section B, Friday, 7.15-9.15.

33, 34.

Wood Work for Teachers of Defective Children (Elementary Course). 60 hours. Mr. Griswold. Saturday, 11.15-1.15.

35, 36.

Wood Work for Teachers of Defective Children (Advanced Course). 60 hours. Mr. Griswold. Saturday, 9.15-11.15.

37, 38.

Household Science, 60 hours. Miss O'Brien. Saturday, 11.15-1.15.

39, 40.

Standards for Measuring Instruction. 30 hours. Miss Farrell. Tuesday, 3.45-4.45.

41, 42.

GROUP E

Courses given in the Extramural Division in Pedagogical Subjects

These courses are given in the Extramural Division of the University but are listed in this bulletin for the convenience of students of the School of Pedagogy who may be interested. They are for the most part given in the Washington Irving High School, Irving Place and 16th Street, New York. This High School is situated near the 14th Street express station of the subway, the 3d Avenue elevated and is less than ten minutes' walk from the 14th Street station of the Hudson Tube. It is easily accessible to teachers in the vicinity of New York.

DOMESTIC ART

Basketry and Chaircaning. 60 hours. Mrs. Consalus.
Saturday, 9.15-11.15.

1, 2.

Primary Construction Work. 30 hours. Mrs. Consalus.
Saturday, 11.15-12.15.

3, 4.

Hand Sewing and Garment Making. 90 hours. Miss
Close. Saturday, 9.15-12.15.

5, 6.

Dressmaking. 90 hours. Mrs. Thomae and Miss Close.
Saturday, 9.15-12.15.

7, 8.

Methods of Teaching Domestic Art. 30 hours. Mrs. Consalus. Saturday, 12.30-1.30.

9, 10.

Advanced Methods of Teaching and Instruction in Fibres
and Textiles. 30 hours. Mrs. Consalus. Saturday,
2.00-3.00.

HOME ECONOMICS

Home Economics (Elementary Course). 90 hours. Miss Adams. Saturday, 9.15–12.15.

1, 2.

Home Economics (Advanced Course). 90 hours. Mrs. Carothers. Saturday, 9.15–12.15.

3, 4.

Elementary Bacteriology and Household Hygiene. 30 hours. Miss Stebbins. Saturday, 1.15–2.15.

5, 6.

Home Nursing (First Term). 15 hours. Miss Stebbins. Saturday, 2.15–3.15.

7.

MUSIC

Sight Singing. 30 hours. Miss MacConnell. Saturday, 11.15–12.15.

1, 2.

Tone Thinking and Ear Training. 30 hours. Miss MacConnell. Saturday, 10.15–11.15.

3, 4.

Elementary Harmony. 30 hours. Mr. Schwartz. Saturday, 12.15–1.15.

5, 6.

Rudiments of Music and Melody Writing. 30 hours. Mr. Schwartz. Saturday 11.15–12.15.

7, 8.

Advanced Harmony. 30 hours. Mr. Schwartz. Saturday, 10.15–11.15.

9, 10.

Music Appreciation and History. 30 hours. Dr. Tapper. Saturday, 9.15–10.15.

11, 12.

Methods of Teaching Music in Elementary and Secondary Schools. 30 hours. Miss MacConnell. Friday, 3.45-4.45.

13, 14.

High School Music. 30 hours. Miss MacConnell. Friday, 4.45-5.45.

15, 16.

Orchestral Music. 60 hours. Mr. Wright. Thursday, 3.45-5.45.

17, 18.

COURSES IN EDUCATION

Principles and Methods of Teaching. 30 hours. Dr. Taylor. Thursday, 3.45-4.45.

1, 2.

(This course will be given in Public School 44, Bronx.)

School Administration and Supervision (Special emphasis on the Gary system.) 30 hours. Dr. Taylor. Thursday, 4.45-5.45.

3, 4.

(This course will be given in Public School 44, Bronx.)

Methods in English. 30 hours. Dr. Edmund. Friday, 4.00-5.00.

5, 6.

(This course will be given in Room 14, Hall of Philosophy, University Heights, Bronx.)

Administration of Physical Education. 30 hours. Mr. Harper. Saturday, 10.15-11.15.

7, 8.

SCHEDULE OF LECTURES

MONDAY

- 10-12 (Alt.)—Seminar in Intelligence of School Children. 30 hours. Prof. Radosavljevich. Room 2.
- 2.15- 3.15—Elementary Psychology. 30 hours. Professor Lough. Room 9.
- 3.45- 4.45—Educational Classics. 30 hours. Assoc. Prof. Kohl. Room 8.
- Methods in School and Personal Hygiene. 30 hours. Dr. Crampton. Room 3.
- Psycho-analysis (Advanced Course). 30 hours. Dr. Brill. Room 10.
- 3.45- 5.45—History of Modern Philosophy. 60 hours. Prof. MacDougall. Room 4.
- Experimental Didactics. 60 hours. Prof. Radosavljevich. Room 2.
- Laboratory Psychology. 60 hours. Prof. Lough. Room 9.
- 4.45- 5.45—Seminar in Principles of Education. 30 hours. Assoc. Prof. Kohl. Room 8.
- Principles of Physical Training. 30 hours. Dr. Crampton. Room 3.
- Psycho-analysis (Elementary Course). 30 hours. Dr. Brill. Room 10.

TUESDAY

- 3.45- 4.45—Elementary Logic. 30 hours. Prof. Horne. Room 7.
- Methods of Teaching English in the Elementary Schools. 30 hours. Dr. Klapper. Room 9.
- Organization and Supervision of Schools for Defectives. 30 hours. Miss Anderson.

- Standards for Measuring Instruction. 30
hours. Miss Farrell. Room 5.
- 3.45- 5.45—Methods of Teaching English in High Schools.
60 hours. Dr. Law. Room 4.
Mental and Moral Delinquents. 60 hours.
Dr. Carley. Room 2.
- 4.00- 5.00—Speech Defects and Their Correction 30
hours. Dr. Reigart. Room 10.
- 4.45- 5.45—Teachers Philosophy of Life. 30 hours. Prof.
Horne. Room 7.
Organization and Management of Special
Classes. 30 hours. Miss Farrell. Room 5.
Primary-Kindergarten Education. 30 hours.
Miss Mills. Room 9.
Methods of Teaching History in Elementary
Schools. 30 hours. Assoc. Prof. Kohl.
Room 8.
- 5.00- 6.00—Practical Phonetics. 30 hours. Miss Crahan.
Room 10.
- 7.00- 9.00—Wood Work for Teachers in Elementary
Schools. 60 hours. Mr. Griswold. Room 9.

WEDNESDAY

- 2.15- 3.15—Elementary Psychology. 30 hours. Prof.
Lough. Room 9.
- 3.45- 4.45—Social Hygiene. 30 hours. Dr. Snow and Miss
Garrett. Room 2.
Methods of Teaching with Special Reference
to Low Grade Mental Defectives. 30 hours.
Miss Walsh. Room 7.
- 3.45- 5.45—Psychology of Adolescence. 60 hours. Prof.
MacDougall. Room 4.
Educational Psychology. 60 hours. Prof.
Lough. Room 9.

- 3.45- 5.15—Diagnosis of Backward Children. 60 hours.
Mrs. Morgan and Mr. Doll. Room 3.
- 4.45- 5.45—General Method. 30 hours. Assoc. Prof. Kohl.
Methods of Teaching with Special Reference
to Retarded and Backward Children. 30
hours. Miss Walsh. Room 7.
- 4.45- 6.45—Methods of Teaching Business Arithmetic, Law
and Commercial Geography. 60 hours.
Mr. Barber. Room 5.
- 7.45- 9.45—Methods of Teaching Bookkeeping, Office Prac-
tice and Accounting. 60 hours. Mr. Bar-
ber. (Evening division.) Room 9.

THURSDAY

- 3.45- 4.45—Treatment of Delinquents. 30 hours. Miss
Jones. Room 2.
- 3.45- 5.15—Diagnosis of Backward Children. 60 hours.
Mrs. Morgan and Mr. Doll. Room 3.
- 3.45- 5.45—Principles of Secondary School Education. 60
hours. Assoc. Prof. Kohl. Room 8.
- 4.45- 5.45—Methods of Teaching Children How to Study.
30 hours. Dr. Earhart. Room 2.
Methods in Arithmetic and Reading. 30
hours. Dr. Walk. Room 4.
School and Class Management. 30 hours. Dr.
Perry. Room 7.

FRIDAY

- 3.45- 5.45—Seminar in History of Modern Education. 60
hours. Prof. Horne. Room 7.
Research in Pedagogy. 60 hours. Prof. Rado-
savljevich. Room 2.

Social Psychology. 60 hours. Prof. Mac-
Dougall. Room 4.

Anatomy and Physiology of the Child. 60
hours. Dr. Munn-Recht and Dr. Bebb.
Room 3.

Industrial Education for Defective Children.
Section A. 60 hours. Miss Hamilton.
Room 5.

3.45- 4.45—Methods of Teaching Modern Languages. 30
hours. Dr. Krause. Room 9.

4.00- 6.00—Medical Clinic (Advanced Course). 60 hours.
Dr. Fisher and Dr. Neustaedter. Medical
College, 1st Ave. and 26th St.

4.45- 5.45—Experimental Didactics in Arithmetic. 30
hours. Dr. Howell. Room 8.

7.00- 9.00—Methods of Teaching Manual Arts. 60 hours.
Mr. Griswold. Room 9.
Industrial Education for Defective Children.
Section B. 60 hours. Miss Hamilton.
Room 4.

7.30- 9.30—Methods of Teaching Commercial Subjects
(Stenography and Typewriting).

Brooklyn Division:

First term, all systems. 30 hours.

Second term, Isaac Pitman. 30,

Or Second term, Gregg. 30 hours. Mr.
Frank and Mr. Bolger.

Methods of Teaching Vocational Subjects. 60
hours. Dr. Pickett. Room 7.

SATURDAY

- 9.15–10.15—Methods of Teaching Science in Elementary Schools. 30 hours. Dr. Mayman. Room 7.
- 9.15–11.15—Principles of Education. 60 hours. Assoc. Prof. Kohl. Room 10.
- Descriptive Psychology. 60 hours. Prof. MacDougall. Room 4.
- Anthropological Study of School Children. 60 hours. Prof. Radosavljevich and Dr. Munn-Recht. Room 2.
- History of Ancient and Mediaeval Philosophy. 60 hours. Prof. Shaw. Room 3.
- Methods in Reading and Oral Presentation. 60 hours. Dr. Edmund. Room 5.
- Wood Work for Teachers of Defective Children (Ad. Course). 60 hours. Mr. Griswold. Room 9.
- Methods of Teaching Bookkeeping, Office Practice and Accounting (Morning division). 60 hours. Mr. Barber. Room 8.
- 10.15–11.15—Moral Education. 30 hours. Prof. Horne. Room 7.
- 11.15–12.15—Seminar in School Efficiency Tests. 30 hours. Prof. Radosavljevich. Room 2.
- Diagnosis of Backward Children. 30 hours. Mrs. Morgan and Mr. Doll. Room 3.
- 11.15– 1.15—History of Education. 60 hours. Prof. Horne and Chancellor Brown. Room 10.
- Introduction to Philosophy. 60 hours. Prof. MacDougall. Room 4.
- Outlines of Psychology. 60 hours. Prof. Lough. Room 8.

Principles of Sociology. 60 hours. Prof.
Binder. Room C4.
Methods in High School Mathematics. 60
hours. Mr. Schlauch. Room 7.
Educational Hygiene (First Term). 60 hours.
Dr. Wile. Room 8.
Medical Clinic (Introductory Course). 60
hours. Dr. Neustaedter. Room 5.
Physical Education (First Term). 30 hours.
Mr. Harper.

Plays, Games and Physical Exercise. (Second
Term.) 30 hours. Mr. Harper.

Methods of Teaching with Special Reference to
Mental Defectives. (First Term.) 30 hours.
Miss Anderson. Room C3.

Wood Work for Teachers of Defective Chil-
dren (Elementary Course). 60 hours. Mr.
Griswold. Room 9.

Household Science. 60 hours. Miss O'Brien.

12.15- 1.15—Psychology of Defectives. 30 hours. Mr.
Doll and Dr. Goddard. Room 2.

2.15- 3.15—Principles of Vocational Education. 30 hours.
Dr. Pickett. Room 7.

3.15- 4.15—Organization and Management of Vocational
Schools. 30 hours. Dr. Pickett. Room 7.

2.15- 3.15—First term, all systems. 30 hours.
and

4.15- 5.15 Second term, Isaac Pitman. 30 hours.

Or Second term, Gregg. 30 hours. Mr. Frank.
Room C4.

In registering for courses in the School of Pedagogy, please give the number of the course. Unless a prefix—such as “Philosophy” or “Ed. Def.”—precedes the number, the course should be marked “Education.”

Courses Open to Graduate Students only
Courses in Brackets are not given 1915-16

ASSOCIATE PROFESSOR KOHL

This course is open only to students who have completed or who are now taking Course 101, 102—Principles of Education.

Credit, 2 points.

[Seminar in General Method

(Not given 1915-16.)

303, 304. 30 hours

DEAN BALLIET

The general aim of this course will be to study the principles of method underlying the teaching process, in the light of the best recent literature in English, German and French. It will involve the making of résumés of technical researches and of other scientific literature, which will be made the basis of class discussion. Disputed phases of methods will be discussed. Recent technical literature on such topics as apperception, interest and the thinking process will be studied. A critical estimate of Herbartianism in relation to general method will be made. The recent results of experimental pedagogy and child psychology in their bearing on method will be discussed. Practical applications of principles established will be made for illustrative purposes to the studies of the elementary and secondary school curriculum.]

*Credit, 2 points.***Seminar in the History of Modern
Education**

Friday, 3.45-5.45

305, 306. 60 hours

Room 7

PROFESSOR HORNE

The object of this course is to train students in the independent investigation of problems in the history of education. For the coming year, the problem selected by the individual student may involve an intensive study of some phase of modern education, or it may involve an extensive study of some contemporary educational problem in the light of its history. Especial attention will be paid to the relations between the history of philosophy and the history of education. Readings, discussions, reports, and a thesis.

This course is open only to students who have completed or who are taking Course 107,108—General History of Education.

Credit, 4 points.

Seminar in School Efficiency Tests Saturday, 11.15–12.15
307, 308. 30 hours Room 2

PROFESSOR RADOSAVLJEVICH AND MR. KAYFETZ

The purpose of this seminar course is (1) to follow up critically and scientific-pedagogically the modern school-educational literature regarding the subject; (2) to give theoretical and practical advice to the students on how to evaluate, develop and use the scales for judging the efficiency of pupils in arithmetic, writing, reading, spelling, drawing, English composition, etc., according to the requirements of the experimental pedagogy of Meumann, experimental didactics of Lay, and Heilpädagogik of Heller; and (3) to point out the fact that mere statistical interpretation does not mean *eo ipso* a psychological possibility, and that a psychological possibility does not mean a pedagogical necessity.

Credit, 2 points.

Seminar in Intelligence of 10.00–12.00, alternate Mondays
School Children

309, 310. 30 hours Room 2

PROFESSOR RADOSAVLJEVICH

The aim of this seminar course is (1) to take up critically and scientific-pedagogically the modern movements in studying pupils' intelligence based on (a) single tests, (b) serial tests, (c) systematic experiments (laboratory and nonlaboratory), and (d) psychographical methods; (2) to carry out original investigation in that particular field with special

reference to the requirements of the technique and postulates of experimental pedagogy; (3) to point out the importance of such studies in modern grading and promoting of school children; and (4) to see the methods of pedagogical approach to the questions in theories of nativism, empiricism and geneticism.

Credit, 2 points.

**[Seminar in Experimental Pedagogy. (Not given 1915-16.)
(Habit-Formation)]**

311, 312. 60 hours

PROFESSOR RADOSAVLJEVICH

The aim of this course is to take up critically the problem of habit-formation in the light of experimental investigation with special reference to those studies which deal with the habit forming processes in school subjects.

There will be a few introductory lectures (1) on the aim of experimental investigation of habit-formation; (2) on the scientific means of reaching these aims; (3) on the methods of such experimental studies; and (4) on the main problems in habit-formation experimentally considered.]

Credit, 4 points.

Research in Pedagogy.

Friday, 3.45-5.45

313, 314. 60 hours

Room 2

PROFESSOR RADOSAVLJEVICH

The aim of this course is (1) to take up historical critical studies in pedagogy with general reference to modern theoretical and practical educational problems; (2) to take up experimental-original investigations in those pedagogical fields which are of great importance to scientific theory and the solid practice of school education. In both cases the following scheme of research will be used:

- I. Aim of the Research. (a) Main or general, and (b) Secondary or specific problems.
- II. Working hypothesis of criteria: (a) historical—practical; (b) historical—theoretical; (c) experimental—theoretical, or (d) experimental—practical.
- III. Means to Reach the Aim. *A. Historical Sources:* (a) speculative or scientific; (b) practical or theoretical; (c) primary or secondary; (d) original or nonoriginal. *B. Experimental Data:* (1) previous original investigations; (2) material and apparatus; (3) subjects of investigations (normal or abnormal school children: number, grade, age, intelligence, sociological conditions) and experimenters (trained educators or non-educators).
- IV. Method of Study. *A. Historical:* critical methods based on scientific criteria of school pedagogy or on the foundational studies of education (ethics, psychology, aesthetics, sociology, logic, biology, etc.). *B. Experimental Methods:* (a) individual or collective based on (1) questionnaire, (2) tests, (3) recorded observations and comparison, (4) measurements, (5) statistics, and (6) experimentation.
- V. Procedure of Modus Operandi: *A. Collection and Evaluation of Historical Data:* (a) use of primary and secondary sources, (b) record of analogous and different opinions of authors. *B. Plan and Chronology of Experimental Investigation:* (a) directions for subjects studied and for the experimenter; (b) keeping objective and subjective records; (c) checking the results in (1) preliminary, (2) real or main, and (3) control of verifying tests.
- VI. Results: *A. Historical:* (a) primarily systematic; (b) primarily critical, or (c) both. *B. Experimental Results Presented:* (a) in general and (b) in

detail on the basis of (1) tables, (2) graphs, (3) description, chronologically or topically.

- VII. Conclusions derived from the historical, critical, and experimental-original results; Explanation of these experimental results in comparison with those of previous investigators; and Suggestions for the future studies in theory and practice based on the scientific-pedagogical reasons pro and contra.

This course is intended especially for graduate students writing theses for the Ph.D. and Pd.D. degrees or for those mature and advanced students who are interested in modern pedagogical research. After a few preliminary lectures on the history, aims and methods of pedagogical research, the whole work will be arranged according to the individual theses of students and they will be required to present written and oral class reports based on the above mentioned scheme of presentation.

This course is obligatory for those students whose theses are of experimental-pedagogical nature.

Credit, 4 points.

[Modern Tendencies in Pedagogy (Not given 1915-16.)

215, 216. 30 hours

PROFESSOR RADOSAVLJEVICH

The purpose of this course of lectures is to give a critical-pedagogical presentation of new movements in education here and abroad. The following will be the general plan of the courses:

I. *Introduction.*—The causes, principles, and means of modern tendencies in school education. The reasons of their successes and failures. Criterion in judging pedagogically the school educational movements.

II. *Primarily Practical Group of Movements.*—A. Free Schools in Russia; B. Theoretical exponents of free schools (Ellen Key, Masaryk, Clerny, Trstenjak, etc.). C. Mannheim. *School Systems in Europe*: History, aim, plan, principles, results and criticisms. D. *Outdoor Schools in Europe*, with special reference to Reddie's and Lietz's schools. E. *Open Air Schools* in Europe and America. F. The *Montessori System*. What is new and what is old in it? Social importance of it. Is it based on scientific pedagogy?

III. *Primarily Theoretical Movements.*

a. *Scientific Pedagogy*: 1. Meumann's Experimental Pedagogy. 2. Lay's Experimental Didactics. 3. G. S. Hall's Biological Pedagogy. 4. Stern's Differential Pedagogy. 5. Social Pedagogy here and abroad. 6. Pathological Pedagogy here and abroad. 7. Modern School Anthropology here and abroad.

b. *System of Education as a Science*. 1. Objections to the science of education. 2. Rein's Systematische Pädagogik and modern psychological and logical foundations of pedagogy. 3. Cultural *versus* chronological study of history of education, with special reference to von Cuvaj's work in Croatia.

IV. *Primarily Practico-Theoretical Movements*. 1. German School Reform *Fund*. 2. Experimental schools in Germany and America, with special reference to Kerschensteiner's work and Dewey's school in Chicago. 3. International and Race Education. Mission Pedagogy.

V. *General Summary and Critical Conclusion.*]

Credit, 2 points.

**Anthropological Study of School
Children**

Saturday, 9.15–11.15

217, 218. 60 hours

Room 2

PROFESSOR RADOSAVLJEVICH AND DR. MUNN-RECHT

This course will deal primarily with the measurements of school children, including some biological interpretations of the child's growth and development. It will cover the following fields:

A. *History*.—Anthropometric measurements in America, Germany, France, England and Russia with special reference to the methods and ideals of the Martin-Meumann school, Godin School in France and Hrdlicka in America. School anthropology in relation to physical anthropology, biology, sociology, and education. Postulates of modern school anthropology.

B. *System*.—Which will include (1) Growth in height and weight (measurements of the height and weight of the body); the weight index; (2) Growth of parts and organs during school age; (3) School cephalometry (the main head measurements; cephalic indices and formulae); (4) School dynamometry (measurements of physical energy of school children; measurements of lung capacity or vitality; indices of vitality and physical capacities); (5) sense tests in school room; (6) school colormetry; (7) other anthropometric measurements; (8) school dactyloscopy and school criminology.

The course will conclude with the statistical-experimental study of the inheritance of acquired physical and mental traits, with special reference to Galton's and De Candolle's investigations. The course will consist of lectures, practical instruction in anthropometric measurements, essays and discussions.

Credit, 4 points.

[Economy and Hygiene of Learning (Not given 1915-16.)

219, 220. 30 hours

PROFESSOR RADOSAVLJEVICH

The aim of this course is to acquaint the students with the most important problem of experimental pedagogy: How to teach school children to learn most economically and hygienically the school task once understood. This course will pursue the following plan:

I. *Introduction*.—What is meant by economy and hygiene of learning? Its relation to economy and hygiene of teaching.

II. *Evolution of economy and hygiene of learning in pedagogy* (historically and experimentally considered), with special reference to experimental investigation of the following schools: (1) Ebbinghaus's School; (2) G. E. Muller's School; (3) Meumann's School, and (4) Wundt's School.

III. *Aims, methods and main results* of (1) questionnaire method; (2) statistical-comparative method; (3) laboratory experimental method and (4) class-room experimental method in investigations of economy and hygiene of learning here and abroad.

IV. *Critical conclusions* in regard to the *modus operandi* in studying pedagogically the problem of economy and hygiene of the pupil's learning. What is the next step to be taken in pedagogical laboratories or in the class-room tests?]

Credit, 2 points.

Experimental Didactics of Arithmetic

Friday, 4.45-5.45

221, 222. 30 hours

Room 8

DR. HOWELL

The aim of this course is (1) to give a critical account of past and present scientific tendencies in teaching and learning arithmetic here and abroad; (2) to study representative in-

vestigations into the genesis of the number sense, the psychology of processes, the didactics of number, and school efficiency. Attention will be given to experimental methods and treatment of data.

The course will be based on a text (Howell, *A Foundational Study in the Pedagogy of Arithmetic*) and prescribed readings, supplemented by lectures and class discussion.

Credit, 2 points.

Psycho-Analysis (Advanced Course) Monday, 3.45–4.45
223, 224. 30 hours Room 10

DR. BRILL

This course is open to those who wish to study the deeper problems of psycho-analysis and abnormal psychology. It will deal with the following subjects: The problem of consciousness, subconsciousness, and unconsciousness, as seen through psycho-analysis and hypnotism; the theory of libido as conceived by Freud and his followers; psycho-sexuality, its normal aspects as seen in the light of psycho-analysis, as well as the mechanisms of perversions and inversions; many illustrative cases of homosexuality and other forms of sexual perversions will be given and their relation to the psycho-neuroses will be fully discussed; mythology, its psychic origin, and interpretation. Cultural and race psychology; child psychology and pedagogics in the light of psycho-analysis.

The course will be given in the form of a seminar.

Credit, 2 points.

Social Psychology Friday, 3.45–5.45
Philosophy 211, 212. 60 hours Room 4

PROFESSOR MACDOUGALL

Three general topics are taken up. First, the psychological self: its essential dependence upon social relationship; re-

flection of social consciousness in individual judgments; rivalry of social ideals in self-development. Second, the process of development in its relation to social factors: suggestion and imitation; inventiveness and dependence; reaction and opposition. Third, social groups and their characteristics: the mob-consciousness; social delusions and manias; tradition and caste: social idealizations and their relation to individual action—the family, class and state; the relation of the social self to the moral and religious consciousness.

The reading for this course will be selected in connection with each topic discussed, and upon the report of such literature the class-work will be largely based.

Credit, 4 points.

GROUP B

Graduate Courses Open also to Undergraduate and Special Students of High Standing

Principles of Education

Saturday, 9.15–11.15

101, 102. 60 hours

Room 10

ASSOCIATE PROFESSOR KOHL

The purpose of this course is to formulate the most important principles and problems that underlie the science of education. The chief contributions which biology, physiology, psychology, and the social sciences have made to education will be considered and their practical applications indicated. The following is a brief outline of the course: (1) The biological aspect: Evolution and the light it throws upon education; heredity and its bearing upon the education of normal and deficient children, recapitulation and the instincts so far as they are concerned in educational theory. (2) The physiological aspect: Health, growth, disease, brain

localization, motor activity, and order in the maturing of the nervous system and their meaning for education. Considerable emphasis will be placed in the treatment of this aspect upon some of the principles in the education of defectives. (3) The psychological aspect: Child and adolescent psychology, individual differences, and the theory of formal discipline so far as they help in working out the meaning of education. (4) The social aspect: Here the chief tenets of social education will be discussed and special emphasis will be placed upon the changes they are bringing into school administration and management. (5) Coördination of these different conceptions of education with a view to defining the aims of education. Lectures, assigned readings, and brief written reports.

Credit, 4 points.

General Method

Wednesday, 4.45-5.45

103, 104. 30 hours

Room 8

ASSOCIATE PROFESSOR KOHL

In this course the general principles of method are worked out by translating the aim of education into psychological terms and then analyzing the subject-matter of instruction with these terms as a criterion. The most important topics to be discussed are: the arbitrary element in subject-matter and the drill lesson, with its technique; the thought or problem element and the inductive and deductive lesson, involving a critical estimate of the Herbartian "Five Formal Steps"; the appreciation element and the appreciation lesson, with its technique so far as worked out; and the relation of the different items of the mechanics of the recitation to the general principles of method. Constant reference will be made to actual class work, and students who have had no experience in teaching will be required to do some observing of

recitations in selected schools. Lectures, assigned readings, and brief written reports.

Credit, 2 points.

School Administration:

Thursday, 4.45–5.45

School and Class Management

105, 106. 30 hours

Room 7

DR. PERRY

The course considers in detail the problems of the school principal and the class teacher. The foundation is laid in a consideration of the place of the school in the state and the consequent relationships of parents, pupils, and school officers. Specific problems in organization and administration are reviewed, such as time schedules, promotions, examinations, etc. About half the course is given to the topic of discipline. The work is presented through lectures, discussion, and collateral reading. The chief texts are Bagley's *Classroom Management*; Perry's *The Management of a City School*; and Perry's *The Status of the Teacher*.

Credit, 2 points.

History of Education

Saturday, 11.15–1.15

107, 108. 60 hours

Room 10

PROFESSOR HORNE AND CHANCELLOR BROWN

This course has two primary purposes: First, to show the relation between the social ideals of the most important peoples of the world and the systems of education by which the realization of those ideals has been attempted; second, to criticize educational systems and theories in the light of what is regarded as sound educational doctrine.

It aims to make a survey in outline of the entire history of education. After seeking to account for the difference between progressive and non-progressive peoples, it glances rapidly at the civilizations of the Orient, and then makes a

detailed study of the education of the Greeks from the beginning to the time when they became the teachers of the world. The civilization of Rome is then taken up and the attempt is made to discover the principles underlying it. The course then seeks to show how, under the combined influences of Christianity and Roman civilization, a new ideal of human life was developed. It gives an account of education in the Middle Ages, and discusses the various causes,—scholasticism, the rise and history of the early mediæval universities, the growth of secularism, the development of the spirit of nationality,—which gradually led to the abandonment of the principle of authority for the principle of freedom—the fundamental characteristics of the Renaissance and of modern times. It makes a study of the most notable educational theories of modern times, and concludes with a résumé of the educational principles collected during the survey of the history of education, and with an attempt to articulate them into a coherent body of educational doctrine.

Credit, 4 points.

Educational Psychology

Wednesday, 3.45–5.45

113, 114. 60 hours

Room 9

PROFESSOR LOUGH

The aim of this course is to select for special study those topics in psychology which have the widest and most important application to the detailed work of education. The course will include such topics as the natural and artificial conditions which determine the development of the typical forms of mental life, the formation and significance of various principles of teaching; the psychological basis of method. It will also include a discussion of imitation, apperception, induction, habit, interest, etc.

Credit, 4 points.

[Educational Classics (Greek and Roman) (Not given 1915-16.)

121, 122. 30 hours

PROFESSOR HORNE

This course makes a study of the most celebrated pedagogical writings of ancient times. Parts of Plato's *Republic*, Plato's *Laws*, Xenophon's *Cyropædia*, Aristotle's *Politics*, Quintilian's *Education of an Orator* and Plutarch's *Training of Children*, are critically studied. The aim is to trace the educational ideals of the writers; to show the relation between those ideals and the civilization of the period, on the one hand, and, on the other, the educational opinions of those who held them; and to study those opinions with a view to ascertaining their trustworthiness. This course is open only to students who have taken, or are taking, Course 107-108. It will be given only every third year.]

Credit, 2 points.

Educational Classics (Modern Naturalists) Monday, 3.45-4.45)

123, 124. 30 hours

Room 8

ASSOCIATE PROFESSOR KOHL

This course makes a study of the most celebrated pedagogical writings of modern times. Rousseau's *Emile*, Pestalozzi's *Leonard and Gertrude*, Herbart's *Outlines of Educational Doctrine* and Froebel's *Education of Man* are critically examined. The object aimed at is (1) to ascertain their inner consistency; (2) their relation to the civilizations of their times; and (3) the elements which they contribute to sound educational philosophy. This course will be open only to those who have taken, or are taking, Course 107-108, and will be given only every third year.

Credit, 2 points.

[Educational Classics (Modern (Not given 1915-16.)
Realists)

125, 126. 30 hours

PROFESSOR HORNE

The text read in this course will be Comenius, *The Great Didactic*; Locke, *Thoughts on Education*; Spencer, *Education*; Huxley, *Science and Education*. This course will be open only to those who have taken, or are taking, Course 107-108, and will be given only every third year.]

Credit, 2 points.

History of Ancient and Mediaeval Saturday, 9.15-11.15
Philosophy

Philosophy 101, 102. 60 hours Room 3

PROFESSOR SHAW

This course consists of two parts: The first is devoted to a study of antique thought in its development; the second is made up of readings from Plato and Aristotle. The aim of the work is to analyze the plastic ideals of the Greeks, and to compare them with modern speculative methods.

Credit, 4 points.

History of Modern Philosophy Monday, 3.45-5.45

Philosophy 103, 104. 60 hours Room 4

PROFESSOR MACDOUGALL

The work of this course will include a study, first, of individual men and their contributions; and second, of the problems and general tendencies of the period. In both cases the development of philosophic thought will be considered in its relation to the history of human knowledge and ideals of

life. Systematic reading will be prescribed in connection with the work.

Credit, 4 points.

Descriptive Psychology

Saturday, 9.15–11.15

Philosophy 113, 114. 60 hours

Room 4

PROFESSOR MACDOUGALL

The aim of this course is to make the student acquainted with the processes of the normal human mind, and to train him in the methods of psychological observation and study. The work of the course will consist of lectures, prescribed reading and the preparation of themes. The course of lectures will be based upon the systematic study of a text-book of psychology. The written exercises will consist of the report of introspective studies intended to introduce the student to the concrete problems with which the psychologist has to do.

Credit, 4 points.

Psychology of Adolescence

Wednesday, 3.45–5.45

Philosophy 111, 112. 60 hours

Room 4

PROFESSOR MACDOUGALL

In the first half year of this course the general field of genetic psychology will be treated in outline, including the factors, course and origins of mental development. In the second half year a detailed study will be made of the period of adolescence in individual history, in which physical as well as mental changes will be considered. Systematic reading will be required in connection with both parts of the course.

Credit, 4 points.

Laboratory Psychology

Monday, 3.45-5.45

Philosophy 115, 116. 60 hours

Room 9

PROFESSOR LOUGH

The object of this course is two-fold: To demonstrate the fundamental facts and principles of psychology by means of simple experiments, and to give a knowledge of the methods and results of experimental psychology and thus to prepare the student to undertake the independent investigation of special problems. The course will include a study of sensations, after images, attention, memory, habit, perception, motor response, fatigue, etc. During the latter part of the course an opportunity is afforded to take up the experimental investigation of a limited number of special problems connected with educational psychology.

The course is open only to those who have taken, or are taking, Course Philosophy 113, 114 or its equivalent.

*Credit, 4 points.***Principles of Sociology**

Saturday, 11.15-1.15

Sociology 101, 102. 60 hours

Room C4

PROFESSOR BINDER

This course is intended to lay a thorough foundation for the study of sociology. Among the principal topics discussed are: The province of sociology; the elements, structure, forces and control of society; the laws and causes of progress. The students will be required to make short reports on current events which are interesting from a sociological point of view, and to make themselves familiar with several problems, so as to gain a practical insight into the difficulties of present day reforms.

Credit, 4 points.

The Teacher's Philosophy of Life

Tuesday, 4.45–5.45

127, 128. 30 hours

Room 7

PROFESSOR HORNE

It is the purpose of this course to show the bearings of the different main philosophies upon education and the teacher's profession, and to suggest the lecturer's own standpoint. The members of this class will be encouraged to formulate for themselves a philosophy of their own professional work and of life. The best thesis presented in this course or in any course in philosophy at Washington Square is printed as a prize by the New York University Philosophical Society. The course will be given in three parts in successive years as follows: Cosmology, Ontology, Epistemology (1915–16).

*Credit, 2 points.***Moral Education**

Saturday, 10.15–11.15

129, 130. 30 hours

Room 7

PROFESSOR HORNE

An analysis of the forces that make human character with suggestions toward their educational control. Among the topics that will be discussed are: The nature of the human will, its relation to heredity, its relation to the natural and social environment, its stages of growth, its educational treatment, and the nature and limits of the ethical forces in improving human society; organized efforts at moral education in different countries; special experiments in moral education; methods and plan of moral education.

*Credit, 2 points.***[Religious Education**

(Not given 1915–16.)

131, 132. 30 hours

PROFESSOR HORNE

A psychological analysis of the religious nature of man with educational suggestions toward its cultivation. Among the

topics that will be discussed are: The facts of the religious consciousness, the guiding principles of teachers, parents and ministers, in interpreting and handling these facts, the services of the home, school, and church to religious education, the use of the Bible and other sacred literatures, and the characteristics of Jesus as a religious teacher.

Credit, 2 points.

Experimental Didactics: General and Special Monday, 3.45–5.45

133, 134. 60 hours

Room 2

PROFESSOR RADOSAVLJEVICH

In this lecture course the following plan of presentation will be taken up:

- I. Preliminary Statement. (1) The main issue of Experimental Didactics; Economy and Hygiene of Teaching. (2) Plan of it in the system of pedagogy. (3) Difference between general and special experimental didactics.
- II. History of Experimental Didactics with special reference to the Meumann-Lay School in Germany; its followers in France, Russia, England and America.
- III. General Experimental Didactics: (1) Difference between old and new school didactics. (2) A scientific plea for (a) kindergarten, (b) elementary school, (c) secondary school and (d) university didactics (Hochschulpädagogik). (3) Principles of experimental didactics and biological in selection of teaching material for different schools and different school children. (4) Modern tendencies in outer and inner school organization based on experiments with school children. (5) Economy and hygiene of work of pupils and teachers.

IV. Special Experimental Didactics: *A.—Division of School Subjects According to the Postulates of Modern School Didactics. B.—The Main Problems, Methods, Results and Conclusions of Experimental Didactical Studies in:* (a) Reading, Writing and Spelling; (b) Arithmetic and Geometry; (c) History and Geography; (d) Nature Study and Science; (e) Drawing and Modelling; (f) Singing and Physical Exercises. *C.—Burning Questions in Present School Didactics Waiting for the Experimental-pedagogical Investigation and Biological Educational Interpretation.*

V. Main Conclusions and Suggestions for the Class-room Experiments.

The course is open for all those who are interested in this most important part of experimental pedagogy for practical teachers.

Credit, 4 points.

Mental and Moral Delinquents

Tuesday, 3.45–5.45

137, 138. 60 hours

Room 2

DR. CARLEY

The immediate aim of this course is to study at first hand the abnormal person as evidenced by crime and disease. Synoptic studies presenting the data gathered by the lecturer concerning fifty inmates (25 white and 25 colored) of the New Jersey State Reformatory for men are used for detailed consideration. A careful review and criticism will be made of the literature of tests applied in mental and moral delinquency and an opportunity afforded for trips to courts, reformatories and institutions.

The course is, therefore, of practical interest not only to teachers but also to students of mental hygiene and the problems of crime. Lectures, readings and discussion.

Credit, 4 points.

Principles of Physical Training Monday, 4.45-5.45
139, 140. 30 hours Room 3

DR. CRAMPTON

This course is for teachers of physical training who desire to advance in the knowledge of the subject. Lectures, practical work, investigations. An analysis of the purpose, subject matter and methods of physical training. Scientific foundations of choice and method. The process of establishing fundamental principles by application to daily work. The assembly and management of experimental data. Methods of evaluating physical training results. The principles of supervision and departmental management. Posture, psychomotor training, the use of play and athletics for boys and girls. Vital coefficients.

Principles of Vocational Education Saturday, 2.15-3.15
141, 142. Room 7

DR. PICKETT

The course will treat of the principles of education as applied to vocational school problems. The scope and content of this form of education will be discussed with its needs, together with its achievements and its possibilities. The course will include lectures, required reading, visits to schools, etc.

Credit, 4 points.

Organization and Management of Vocational Schools Saturday, 3.15-4.15
143, 144. 30 hours Room 7

DR. PICKETT

The course will consider the various problems connected with the organization and management of vocational schools and will include visits to schools, shops, etc.

Credit, 2 points.

**Methods of Teaching History in the
Elementary Schools**

Tuesday, 4.45–5.45

151, 152. 30 hours

Room 8

ASSOCIATE PROFESSOR KOHL

The content of the course of study in history in the elementary school will receive careful consideration preliminary to the discussion of specific items of method. The material used in some of the better schools in this country and in Europe will be outlined, such as biography, stories, descriptions of social custom, civic problems, dates, wars, local history, etc. The adjustment of material to the interests and capacities of the child will be treated with considerable care. Texts and reference books for both teacher and pupil will be studied and bibliographies furnished. The correlation of history with other subjects in the school will be taken up and ways of making other studies serve history cited. In the discussion of method, the following are among the topics to be treated: The drill element in the history recitation, teaching children to think in history, helping pupils in methods of studying it, and arousing a love for the subject. The technique of the recitation will be discussed, involving a study of such topics as questioning, reviews, examinations, the use of pictures, maps, trips to the museum, and the organized class. On the basis of the study made in the content of the course and in methods, an attempt will be made to evaluate the worth of history in the elementary school.

*Credit, 2 points.***Methods of Teaching English in
Elementary Schools**

Tuesday, 3.45–4.45

153, 154. 30 hours

Room 9

DR. KLAPPER

This course will begin with an application of the problems of general method to the teaching of English in the elemen-

tary schools. The underlying problem of the year's work will be, "What are the permanent educational values of an elementary course in English and how can we best give these to our children."

The course will open with a brief discussion of the standards in terms of which a sound course in English must be judged. The relative methods of courses of study in various city school systems and the special needs of New York City Schools will then be outlined.

The more important part of the course will be divided into two parts, "The Teaching of Composition" and "The Teaching of Literature."

(a) The Teaching of Composition will approach the problem from two viewpoints. The expressional aspect of composition, which regards composition as an art and concerns itself mainly with well organized and forceful oral expression, will be taken up first. This will be followed by a study of the formal aspect of composition, which deals in the main with the science side of written speech. Among the important topics that will be considered in this part of the course will be: The teaching of the formal laws of composition; the value of the model in composition; the place of formal grammar in the elementary school; the relation of grammar to composition; methods of teaching grammar; the teaching of spelling and dictation; the enrichment of the vocabulary, *i. e.*, the "meaning and use lesson"; etc.

(b) The Teaching of Reading will form the concluding part of the course. In considering the details of methods which govern the teaching of reading in all grades, the guiding aim will be "How can the elementary school teacher inculcate a love for good reading." Such topics as the principles governing sound methods in primary reading, reading in the intermediary grades, 3A-6B, the teaching of literary masterpieces, the place of dramatization in literary teaching,

“giving the literary sense,” the evolution of the growing child’s interests, the reading matter for the pre-adolescent and the adolescent of both sexes, will receive careful consideration.

The course will be conducted by lectures, discussions and short reports of pedagogical problems assigned to members of the class. Systematic reading in such books as Chubb’s *The Teaching of English*, Goldwasser’s *Methods and Methods in English*, Cooley’s *Language Teaching in the Grades*, etc., will be required.

Credit, 2 points.

**Methods of Teaching Science
in Elementary Schools**

Saturday, 9.15–10.15

155, 156. 30 hours

Room 7

DR. MAYMAN

This course is intended for those who desire practical preparation for the teaching of elementary science in elementary schools, and for those who want to pursue research work for higher degrees.

The aim will be to study the fundamental principles underlying the teaching process in elementary science, in the light of recent research in experimental pedagogy. The older established methods will be studied, compared and evaluated. The major portion of the time, however, will be devoted to concrete demonstrations of type lessons. From time to time the student will be given an opportunity to teach children from neighboring schools in order to test theory by actual practice. Some of the other problems that will receive careful consideration are: 1. The Course of Study in Elementary Science and the principles underlying it; 2. Correlated Activities in the Science Room; 3. Science Room Management; 4. Science Apparatus; etc. The course will be conducted by lectures, discussions, experimental demonstra-

tion, and critical readings from selected literature. Mimeographed outlines of each lesson will be furnished.

Credit, 2 points.

Methods in School and Personal Hygiene Monday, 3.45-4.45

157, 158. 30 hours

Room 3

DR. CRAMPTON

The first part of this course will deal with the most important phases of school hygiene, including among other topics the following: The lighting of school rooms; ventilation, including the results of the most recent investigations; school baths; contagious diseases; eye, ear, and mouth defects; fatigue and overpressure; the seating of pupils; the hygiene of instruction: recesses; etc.

The second part will discuss methods of teaching the subject of personal hygiene in the elementary schools, and will include among other topics the following: The nature and importance of the subject: racial hygiene; subjective *versus* objective methods; the habit principle; instruction as determined by (1) physiological stage, (2) nascent instinct, (3) paramount interests, (4) new elements, (5) daily inspection and daily routine, (6) home hygiene, (7) mothercraft, (8) anti-tuberculosis measure, etc.; the hygiene of instruction; personal hygiene and hygiene of the teacher; correlation with other subjects; physical training, play and folk dancing; school organization and management in relation to instruction in hygiene; tests of efficiency in hygiene and hygienic measures.

The course will consist of lectures, discussions and reports on required reading.

Credit, 2 points.

Principles of Secondary Education

Thursday, 3.45–5.45

161, 162. 60 hours

Room 8

PROFESSOR KOHL

A study of the problems of American secondary education primarily from the teacher's point of view. The following general topics will be treated: A brief outline of the history of secondary education in Europe and the United States; the aim of the high school; the course of study and the leading movements toward reform in it; the evaluation of some of the chief branches of study; application of the general principles of method to high school studies; the mechanics of instruction, involving a discussion of such topics as the laboratory, museum, library, teaching students how to study, the socialized class, marking, etc.; and the problems of management dealing with such questions as athletics, societies, student government and the like. A brief consideration will be given to the preparation of secondary teachers in Europe and this country, and some of the various schemes for rating teachers will be discussed. Lectures, readings, some observations of classes, and brief written reports.

*Credit, 4 points.***The Teaching of English in the High Schools**

Tuesday, 3.45–5.45

163, 164. 60 hours

Room 4

DR. LAW

The course is planned not only as an aid to those who wish to teach English in the high schools of New York City, but also as an aid to those who wish to teach in any secondary school in the United States. The course will be of especial benefit to those who are about to take the New York City examinations for license as assistant or first assistant teachers in English in the New York City high schools.

The course will give a thorough introduction to the materials of study and the methods of teaching the various types of work that fall under the head of high school English. The work and methods of the best schools will be presented as types.

The first hour of every session will concern one of the following general topics: General aims of high school English; high school courses in English; individual teaching and class teaching, including special treatment of bright pupils and of backward pupils; the teaching of English in relation to environment; the coördination of English with other school subjects; library material and its use; the so-called English classics—novels, short stories, translations, dramatic works, poems, orations, essays; with consideration of introductory matter, use of notes, questions, lesson assignments and characteristics of editions; supplementary reading; maps, charts, reports and various devices; texts in rhetoric; composition work; outlines and briefs; formal essays and essay contests; vocational English; debates, public orations, graduation exercises; texts in English grammar; the teaching of grammar in the high school; spelling in the high school; the teaching of the history of English literature; examinations in English; the relation of school publications to high school English; the relation of literary societies to high school English.

The second hour of every session will concern the best methods of presenting to a class one or more of the following books: *Ivanhoe*, *Quentin Durward*, *Treasure Island*, *The Rime of the Ancient Mariner*, *The Vision of Sir Launfal*, *Poe*, *Whittier and Longfellow*, *Sohrab and Rustum*, *The Lays of Ancient Rome*, *The Odyssey*, *The Iliad*, *The Oregon Trail*, *A Midsummer Night's Dream*, *As You Like It*, *The Sketch Book*, *An Inland Voyage*, *Travels with a Donkey*, *Pilgrim's Progress*, *The Merchant of Venice*, *Twelfth Night*, *Silas Marner*, *The Vicar of Wakefield*, *Cranford*, *The Golden*

Treasury, Gray's Elegy, The Deserted Village, Browning's Shorter Poems, Lincoln's Addresses, The Sir Roger de Coverley Papers, Julius Caesar, Henry V, A Tale of Two Cities, David Copperfield, The House of Seven Gables, Idylls of the King, Childe Harold's Pilgrimage, Burke's Conciliation, Washington's Addresses, Webster's Orations, Milton's Minor Poems, Carlyle's Essay on Johnson, and Macbeth.

Credit, 4 points.

Methods in High School

Mathematics

Saturday, 11.15–1.15

165, 166. 60 hours

Room 7

MR. SCHLAUCH

The course will consist of lectures, exercises and reports on the teaching of algebra, geometry and trigonometry in secondary schools. Standard methods and modern developments will be considered. The application of algebra to commercial and industrial problems, such as short methods in arithmetic derived from algebraic theory; interest; application of simultaneous equations to problems in commercial mixtures, determining ratio of solvency, dietary and economy; application of the binomial theorem to compound interest calculation; logarithms and the slide rule; graphs and graphic methods in commercial work, and calculations, as with the alinement chart. The application of progressions to such topics as installment payments with interest, annuities, sinking funds, and bond valuation will be discussed. Methods of teaching involved in correlating with business houses will also be considered.

The work in methods in geometry will lay emphasis on those methods that develop in the student clear ideas of analytic methods of attack in proving propositions. Specific examples of teaching propositions will be given. The

correlation of algebra and geometry with other subjects of the high school curriculum will be considered in the course.

Credit, 4 points.

**Methods of Teaching Modern
Languages**

Friday, 3.45-4.45

167, 168. 30 hours

Room 9

DR. KRAUSE

The purpose of the course will be to familiarize the members of the class with modern methods of teaching German and French, with especial emphasis upon the *direct method* which has been so successfully employed in Germany, in France and in Scandinavian countries, and which has been practically compulsory in New York since February, 1912. The course is intended for students and for teachers of German or French in elementary or secondary schools. It will cover methods of teaching both languages. The exigencies of actual class-room work will always be kept in mind. The following are some of the topics to be discussed: The history and present status of modern language instruction in Europe and in America; the training of modern language teachers; the aims and methods in teaching modern languages; the teaching of pronunciation, oral work, reading and writing, grammar and syntax; habit-formation in modern language instruction; international pupils' correspondence. Reports on important publications.

Model lessons will be given by the instructor to illustrate clearly the various problems in progressive modern language teaching in America.

Credit, 2 points.

GROUP C

Undergraduate Courses which are also Open to Properly Qualified Special Students

Outlines of Psychology

Saturday, 11.15–1.15

Philosophy 1, 2. 60 hours

Room 8

PROFESSOR LOUGH

An introduction to the systematic study of Psychology. The course will begin with a description of the nervous system, its structural and functional organization, and its significance as a physical basis for a study of mental phenomena. This will be followed by a careful study of the more important facts of normal mental life—attention, perception, memory, reasoning, emotion, volition, etc. Simple psychological experiments will be performed by the class during the year.

Credit, 4 points.

Elementary Logic

Tuesday, 3.45–4.45

Philosophy, 3, 4. 30 hours

Room 7

PROFESSOR HORNE

An elementary course. A study of the outlines of inductive, deductive and organic thinking, with especial reference to the methods of discovery and proof, to probability and certainty, to fallacies, and to the unity of thought. The underlying aim of the course is to make logic of practical value to teachers and other students. The work will be based on a text (Creighton's *Introductory Logic*), readings, and class reports.

Credit, 2 points.

Introduction to Philosophy

Saturday, 11.15–1.15

Philosophy 7, 8. 60 hours

Room 4

PROFESSOR MACDOUGALL

This course is designed to serve as a general introduction to philosophical study. It seeks to develop critical reflection in regard to problems which are certain to arise in the mind, and to suggest their possible solutions. The discussions will be freed as much as possible from technicalities, and no preliminary training in philosophical study will be necessary.

*Credit, 4 points.***Elementary Psychology**

Monday and Wednesday, 2.15–3.15

Philosophy 9, 10. 60 hours

Room 9

PROFESSOR LOUGH

This is an elementary course covering the general principles of normal psychology. The course will consist of lectures, discussions and assigned reading.

*Credit, 4 points.***Educational Hygiene**

Saturday, 11.15–1.15

21. 30 hours

First Term

Room —

DR. WILE

A course designed to show the relation between retardation and elimination and the social and economic bases of society as well as physical defects and mental defects.

Didactic lectures will include a discussion of the symptoms of educational inferiority in terms of inattention, restlessness, lack of memory, deficient sight and hearing, absence, irritability, concentration, order, discipline, interest and the

various other points involved in educational progress. They will consider the relation of the home, the school, and the general environment of school progress. They will attempt an analysis of the symptoms of educational degeneration in terms of underlying causes.

A series of clinics will be given to study the symptoms, the diagnosis, the treatment and the prophylaxis of retardation and elimination from the standpoint of visual and oral defects, nutritional disturbances, deformities, nervous defects, speech defects, etc.

Credit, 2 points.

**Methods of Teaching Children
How to Study**

Thursday, 4.45-5.45

31, 32. 30 hours

Room 2

MISS EARHART

This course will deal with the various objects which a teacher may need to accomplish through the class exercises, and with the kinds of teaching processes which should be employed to attain these ends. The lessons which aim to increase knowledge or skill, to form habits, or to affect attitudes and feelings will be considered. The nature of the developing lessons, the exercise which involves the study of objects or activities, the review lesson, the drill lesson, the assignment of lessons, the recitation, the socializing exercises, and the lessons which involve appreciation will be treated. Special attention will be devoted to the nature of proper study, and to training pupils to study thoughtfully and systematically. The relation of good habits of study to good methods of teaching will be discussed. Attention will be given to the making of lesson plans. The means by which teachers can test the results of their instruction will be presented.

Credit, 2 points.

Methods in Arithmetic and Reading Thursday, 4.45–5.45

33, 34. 30 hours

Room 4

DR. WALK

(a) *Arithmetic.* The purpose of this course is two-fold: First, to show how an understanding of the psychological principles involved in arithmetical reasoning is necessary to a sound method of arithmetical teaching; and, second, to examine in some detail the technique of those practices in method that have received the endorsement of successful teachers and expert investigators.

Among the topics to be treated are the following: Nature of number and the number concept; how the child gains his first ideas of number; number conceived as ratio; nature and function of counting; the appropriate use of individual numbers and of processes as basal in instruction; meaning of method in general terms; arithmetical method as influenced by the stages of development of the child mind and the varying aims of arithmetical teaching, as formal discipline, the scientific aim, business and general social utility, etc.; method in relation to the distribution and arrangement of arithmetical subject-matter; so-called “logical” and “psychological” types of arrangement; “abstract” and “concrete” in arithmetical reasoning; the concrete foundation of all arithmetical processes; objective work: Its range, its materials, and their appropriate use; application of objective methods to illustrate processes in fractions, both common and decimal, etc.; thought and language processes involved in arithmetic; formal and incidental drill; the example and the problem; principles for rationalizing method; training for accuracy and speed; oral and written arithmetic; use and abuse of formal analysis; relations of algebra and geometry to arithmetic; sources of failure in solution of problems; methods of testing reasoning; relative values of topics in traditional

subject-matter of arithmetic; features in methods of presenting business topics in arithmetic; the "Grube" method; etc.

(b) *Reading*. The second term will be devoted to a consideration of the problems of method in reading in the elementary school. As in arithmetic so in this subject, due attention will be given to an analysis of the mental processes of the learner and the varying aim and content of subject-matter in order to determine a basis for sound principles of method to be employed by the teacher. Among the topics to be presented are the following: Eye-movements, reading pauses, and other important features of the psychology of reading; the hygiene of reading; the facts of aphasia in relation to reading problems; the acquisition by the child of oral and written vocabularies; principles determining sound methods of primary reading; phonic, word, and sentence methods; appropriate use of diacritical marks; voice training, pronunciation, and articulation; eye, ear, and motor learners; oral and silent reading; sight reading; new words and use of dictionary; drills; memorizing; selection of reading material for the several grades; the teaching of literature in the grammar school; dramatization; reading and promotion; teaching reading to foreign children; brief discussion of the evolution of method in reading; the history of reading; etc.

Credit, 2 points.

**Methods in Reading and Oral
Presentation**

Saturday, 9.15–11.15

35, 36. 60 hours

Room 5

DR. EDMUND

This course will include the methods of teaching reading in primary, grammar and high schools. There will also be a discussion of the place of dramatic performances in the school together with the writing, telling and dramatization of stories for children. The course will also include practical

work in voice culture, articulation, enunciation and tone quality.

Credit, 4 points.

Primary-Kindergarten Education

Tuesdays, 4.45-5.45

37, 38. 30 hours

Room 9

MISS MILLS

The purpose of this course will be to show that the kindergarten child has acquired a fund of physical and intellectual habits that should facilitate the learning processes of the primary school.

The child will be studied from the standpoint of the primary school and its demands and from the standpoint of the kindergarten and its essentials. Special transition problems will be discussed. Some of the topics will be the subject matter and method of beginning reading, of writing, of number work, art, and music.

Credit, 2 points.

Methods of Teaching Commercial Subjects (Bookkeeping, Office Practice and Accounting)

Evening division, Wednesdays, 7.45-9.45

Room 9

Morning division, Saturdays, 9.15-11.15

Com. Ed. 1, 2. 60 hours

Room 8

MR. BARBER

This course is designed for those who wish to become teachers of bookkeeping, office practice and accounting, as well as for teachers of these subjects who desire to make their instruction more practical and productive of good results. The aim of the course is to acquaint students with modern methods of teaching.

The course will embrace a short history of commercial education; a study of secondary schools offering commercial subjects, their classification, location, organization, curricula, and relation to mercantile and industrial centers; a consideration of the pupil body, its composition, characteristics, peculiarities, and needs with reference to commercial subjects; a study of the teacher, his education, training, practical experience, and aptitude with regard to commercial subjects.

The general principles of method as relating to commercial subjects will be discussed, followed by detailed discussion concerning the aim, content and special method of teaching business forms, bookkeeping, office practice and accounting in secondary schools.

Teaching plans will receive consideration, and a series of model lessons will be given by the instructor in the various subjects, to illustrate clearly the method of teaching each. Students are provided with model teaching plans and are expected to prepare plans along similar lines for practice. Opportunity for discussion will be given at the close of each model lesson.

Credit, 4 points.

Methods of Teaching Commercial Subjects (Business Arithmetic, Law and Commercial Geography)

Wednesdays, 4.45–6.45

Com. Ed. 3, 4. 60 hours.

Room 5

MR. BARBER

This course is planned for those who wish to become teachers; for teachers of experience who may desire to make their instruction more practical, effective and up-to-date; for teachers who wish to increase the number of subjects already at their command; and for teachers who wish to improve their method of teaching business arithmetic and the more advanced commercial subjects taught in secondary schools.

The aim, content and special method of teaching business arithmetic, business law, commercial geography, business English and correspondence, history of commerce and economics, will be discussed in detail. Model lessons will be presented by the instructor in each of the above named subjects. Students will have opportunity to discuss the model teaching plans and to do laboratory work along similar lines in order that the results may be made more permanent.

The inductive method of teaching these subjects is fully developed and methods which have been found successful in some of the best high schools of the country will be taught. Correlation of commercial subjects, application of principles taught and the non-essentials which should be eliminated from text-books are topics that receive attention. Round-table discussions add to the practical side of the course and tend to broaden its scope.

Credit, 4 points.

Methods of Teaching Commercial Subjects (Stenography and Typewriting)

First Term, Saturdays, 3.15-5.15

MR. FRANK

Room C4

Brooklyn division, Fridays, 7.30-9.30

MR. BOLGER

Com. Ed. 29. 30 hours

The instruction in methods of teaching stenography will apply generally to methods of teaching any system of shorthand.

The course is especially designed for those who wish to prepare themselves to teach stenography and typewriting, and for those already teaching, who wish to render their instruction more scientific and effective.

The class will first be guided to the establishment of an educational aim with respect to stenography and typewriting, and the consummation of this aim will be accomplished by true pedagogical and psychological methods.

The following subjects are discussed with relation to methods of teaching stenography: The will, the memories, interest, attention, habit formation; fatigue, training of the powers of judgment, imagination, and concentration; apperception, Herbartian steps; induction; deduction, multiple sense appeal; drill; class-room management; methods of developing speed; devices and the use of charts and blackboards; specific methods of teaching particular principles; methods of correcting pupils' errors.

The natural method of acquiring touch typewriting will be thoroughly discussed.

Part of the period will be devoted to laboratory work in methods of teaching stenography and typewriting. Subjects will be assigned to students for investigation and report and the results will then be discussed in class. There will be actual experiments and model lessons. Students will be directed to observe the methods in various schools and report the results of their visits. This work should prove of special value to teachers of experience who desire to keep abreast of the latest thought in shorthand and typewriting methods. Special attention will be devoted to the troublesome problems of shorthand and the answering of the kind of questions which perplex students.

The course is presented in such a way that those who are beginning to learn the principles of shorthand will have no difficulty in following all the lectures.

Credit, 4 points.

Methods of Teaching Commercial Subjects (Isaac Pitman Stenography)

Second Term, Saturdays, 3.15-5.15

MR. FRANK

Brooklyn division, Fridays, 7.30-9.30

Com. Ed. 30. 30 hours

Room

MR. BOLGER

This is a continuation of 29. During the second term the time is devoted exclusively to the methods of teaching Isaac Pitman shorthand.

*Credit, 2 points.***Methods of Teaching Commercial Subjects (Gregg Stenography)**

Second Term, Saturdays, 3.15-5.15

Com. Ed. 32. 30 hours

MR. ———.

This is a continuation of 29. During the second term of the time is devoted exclusively to the methods of teaching Gregg shorthand.

*Credit, 2 points.***Methods of Teaching Vocational Subjects**

Fridays, 7.30-9.30

43, 44. 60 hours

Room 7

DR. PICKETT

The course will consider the methods of teaching the various elements of a vocational school curriculum. The course will consist of lectures, required reading, visits to schools and shops. Arrangements will be made for practical work in teaching in the Vocational School.

Credit, 4 points

Woodwork for Teachers in Elementary Schools

Tuesdays, 7.00–9.00

45, 46. 60 hours

Room 9

MR. GRISWOLD

This course is designed for teachers of wood-work in public schools.

The course will deal with the fundamental principles of construction in wood and their application to such models as may be constructed in the workshop of the school. Analysis of tools and their manipulation in the construction of models; materials and their adaptation to the various forms of construction will be considered. Shop organization, class management, the sequence of principles as embodied in models will be presented.

An opportunity will be given to construct a graded series of models adaptable to school use.

This course will consist of lectures, required readings and discussions, and practical work.

Credit, 4 points.

Psycho-Analysis (Elementary Course) Mondays, 4.45–5.45

51, 52. 30 hours

Room 10

DR. BRILL

The value of psycho-analysis and abnormal psychology as an aid to the study of mental states cannot be overestimated. It is now generally recognized that in order to understand the normal workings of the mind, a thorough knowledge of normal and abnormal psychology is absolutely indispensable.

This course aims to present the points of transition between the normal and pathological mind, and deals with the mechanisms of mental adjustment in sanity, insanity, primitive life, and normal and abnormal child life. The thirty lectures will include a course on the history and evolution of

psycho-analysis as promulgated by Professor Freud and his school, and the general topics to be discussed are indicated in the following outline.

The technique of psycho-analysis, psychopathology of everyday life as manifested in disturbances of memory such as the forgetting of proper names and words, lapses of speech, erroneously-carried-out actions and symbolic actions. The psychology of dream interpretation, showing the relations of the dream to the psychic evolution of children, defectives, and of primitive people.

The psychology of the sexual instinct; its normal development in childhood and in adult life, and its abnormal tendencies as manifested in inversions and perversions.

The psychology of wit; its technique and tendencies; its relation to normal and abnormal states.

The association experiment as practiced by the Zurich school. Its application in psycho-analysis of normal and pathological mental processes, as well as in the cases of criminals for the detection of crime.

The psychology of the child with special reference to only children, favorite children, and to defectives.

Credit, 2 points.

Social Hygiene

Wednesdays, 3.45-4.45

53, 54. 30 hours

Room 2

DR. SNOW AND MISS GARRETT

Social hygiene, as the term has come to be generally used by the public, includes the promotion and guidance of sex education, the establishment of the single standard of morality, and the suppression of prostitution and its associated evils—venereal disease, mental and moral degeneracy, and economic waste. The educational, medical, legal, moral and religious phases of this subject are taken up in the lectures and assigned reading, but emphasis will be placed

throughout the course upon methods of teaching as related to the subject. The needs of the teacher for accurate information which will be of service in professional and community welfare work after graduation are also considered in the selection of the material presented. For those members who can afford the time, a schedule of field-trips to the Museum of Natural History, the Zoölogical and Botanical Gardens, the Health Department, the Eugenics Record Office, the American Social Hygiene Association's Office, the Committee of Fourteen, and similar institutions, is included for practical demonstration of methods of sex education and administrative dealing with the problems of reducing venereal disease and vice.

Credit, 2 points.

GROUP D

Courses for Teachers of Defective Children

Anatomy and Physiology of the Child Fridays, 3.45-5.45

Ed. Def. 1, 2. 60 hours

Room 3

DR. MUNN-RECHT AND DR. BEBB

This course aims to give an introduction to the modern study of anatomy and physiology of the child, dealing with the skeleton, muscles, brain and spinal cord, the digestive, circulatory and respiratory systems. The special senses and ductless glands, the effect of nutrition, rest and fatigue on mental efficiency, also common sensory and motor disturbances will be considered. Laboratory demonstrations of various organs are given throughout the year and cases of children presented.

Credit, 4 points.

Medical Clinic (Introductory Course) Saturday, 11.15–1.15

Ed. Def. 3, 4. 60 hours

Room 5

PROFESSOR FISHER AND DR. NEUSTAEDTER

Discussion of anatomy—gross and microscopical—and physiology of the central nervous system. Consideration of methods of examination of mentally backward school children, the interpretation of symptoms with reference to the localization of lesions of the central nervous system. Illustrative charts, preserved specimens of the central nervous tissues and school children will be exhibited during sessions.

The following diseases will be discussed: Neurasthenia, Hysteria, Malnutrition and Dietetics, Texemias, Chorea, Habit Spasms, Epilepsy, Forms of Fatigue, Cretinism, Mongolian Family Idiocy, Infantilism, Hyperthyroidism, Dyspituitarism, Acromegaly, Hydrocephalus, Infantile Cerebral Palsies, Poliomyelitis, Cerebral Syphilis, Friedreich's Ataxia, Brain Tumors, Cerebellar Diseases, Dystrophies.

During the second semester cases will be examined by students, and reports discussed in class.

Credit, 4 points.

Medical Clinic (Advanced Course)

Friday, 4.00–6.00

Ed. Def. 5, 6. 60 hours

University Medical College,
26th Street and First Avenue

PROFESSOR FISHER AND DR. NEUSTAEDTER

Examination of patients by students in the Medical College Clinic. Instruction in the methods of diagnosis in nervous diseases as affecting the backward school child with a view to arriving at a form of possible treatment in class. Reports on the findings will be read by the students and discussed in class.

The clinical material for the purpose will be drawn from the ungraded classes of the students and from the clinic. Preserved specimens of the various pathological conditions

of the central nervous system and illustrative charts will serve as an aid in diagnosis.

Previous preparation in Anatomy and Physiology is required for this course.

Credit, 4 points.

Educational Hygiene

Saturdays, 11.15–1.15

21. 30 hours

First Term

Room —

DR. WILE

For description of this course, see page —.

Outlines of Psychology

Saturdays, 11.15–1.15

Philosophy 2. 30 hours

First Term

Room 8

PROFESSOR LOUGH

For description of this course, see page —.

Principles of Education

Saturdays, 9.15–11.15

101. 30 hours

First Term

Room 10

ASSOCIATE PROFESSOR KOHL

For description of this course, see page —.

Psychology of Defectives

Saturdays, 12.15–1.15

Ed. Def. 7, 8. 30 hours

Room 2

DR. GODDARD AND MR. DOLL

This course will deal with the important characteristics of the feeble-minded, giving special attention to the different grades of intelligence and will present the psychological principles which must be considered in dealing with each grade. Among the topics to be covered will be the definition, classification and determination of types; tests and methods

of picking out the mentally defective; special discussion of the Binet, De Sanctis, Norsworthy and other tests of mental development; characteristics of the various types of defectives; causes of backwardness, including the hereditary elements; discussion of the various mental processes in the life of mental defectives, and the condition of these processes in the various degrees of defect. Consideration will also be given to those persons who are defective, not so much in the growth of intelligence as in the "development of the feelings, normality of will, self-assertion and self-criticism, of social attitude and of emotional control," those higher processes, the arrest of which give rise to the wayward boy and girl. The course will be illustrated by charts, diagrams and lantern slides.

Credit, 2 points.

Diagnosis of Backward Children

Section A: Wednesdays, 3.45-5.15, and Saturday, 11.15-12.15

Section B: Thursday, 3.45-5.15
and Saturday, 11.15-12.15

Ed. Def. 9, 10. 60 hours

Room 3

MRS. MORGAN AND MR. DOLL

An entirely practical course in mental tests, given in the form of a psychological clinic. The students will be divided into two groups, each group meeting once in the week for the examination of children under the direction of Mrs. Morgan. At these meetings each student will be given a different child to examine and report upon. Methods of training effective in various types of cases will be given, and later students will be required to outline the training required by each child. The two groups will meet together on Saturday under the direction of Mr. Doll for an extended discussion of one or more of the best cases that have come up during the week.

The course will be given in two main divisions, first the general classification of children, and second, the diagnosis of their particular defects. Coördinate throughout the course with the examination of children will be the application of mental tests to teaching.

Credit, 4 points.

Administration of Physical Education Saturdays, 10.15–11.15

Washington Irving High School

Ed. Def. 11, 12. 30 hours

MR. HARPER

This course is intended to cover the general problems connected with the administration of physical education. Among the topics to be considered will be: The daily program, recesses, motor tests, individual records, measurement of psycho-physiological result, correlations, organization of field days, contests, etc.

Credit, 2 points.

Physical Education

Saturdays, 11.15–1.15

Ed. Def. 13. 30 hours

First Term

MR. HARPER

The object of this course is to study in the most practical manner the principles underlying all play activities and games. The following are among the specific topics treated: Seasonal play: game progression; development of the automatic games; game formations; devices for development of team play; coaching and training in technique of play; mimetics.

This course is given in the Washington Irving High School, Irving Place and 16th Street, near the 14th Street Station of the Subway.

Credit, 2 points,

Plays, Games and Physical Exercises Saturdays, 11.15–1.15

Ed. Def. 14. 30 hours

Second Term

MR. HARPER

The course will consist of practical work in the Gymnasium and will include those plays and games which are best adapted to the needs of defective children.

This course is given in the Washington Irving High School, Irving Place and 16th Street near the 14th Street Station of the Subway.

*Credit, 2 points.***Methods of Teaching with Special
Reference to Defective Chil-
dren**

Saturdays, 11.15–1.15

First Term

Ed. Def. 15. 30 hours

Room C3

MISS ANDERSON

Methods of teaching habits of personal cleanliness, music, articulation, manual training, vocational training, physical training, exercises of practical life, methods of teaching the formal studies—reading, language, writing, etc., discipline, records, programs, home visiting, entertainments.

*Credit, 2 points.***Methods of Teaching with Special
Reference to Retarded and
Backward Children**

Wednesdays, 4.45–5.45

Ed. Def. 17, 18. 30 hours

Room 7

MISS WALSH

The principles of teaching and their application to the work of ungraded classes for older high grade boys and girls will be considered in this course.

This course will consist of lectures, required readings and discussions.

Credit, 2 points.

Methods of Teaching with Special Reference to Low Grade Mental Defectives Wednesdays, 3.45-4.45

19, 20. 30 hours

Room 7

MISS WALSH

Some of the subjects considered in this course will be sense training; Seguin's *Physiological Method*; Montessori's *Auto-education*.

This course will consist of lectures, required readings, preparation of material and discussions.

Credit, 2 points.

Treatment of Delinquents Thursdays, 3.45-4.45

Ed. Def. 21, 22. 30 hours

Room 2

MISS JONES

The aim of this course is the study of the delinquent as an exceptional and maladjusted child. It will include an exhaustive inquiry into the causes of delinquency, physical, environmental, economic, and into specific remedies and methods of treatment. The close relationship between the problem of delinquency and the problem of discipline in the schools will be shown and suggestions given to aid the class teacher in controlling a class and in sympathetic, preventive work for the delinquent child. Other topics to be treated in their relation to the treatment of delinquents are: the course of study, moral training and habit formation, religious education, self-government, and practical devices for classroom use.

Credit, 2 points.

**Organization and Management of
Special Classes**

Tuesdays, 4.45–5.45

Ed. Def. 23, 24. 30 hours

Room 5

MISS FARRELL

The aim of this course is to set forth the underlying principles and practice to be followed in the organization and management of special classes. Among the problems considered will be the following: Control of education of defective children,—state, municipal and private; social and economic factors in the growth of special classes; the classification of children in special classes, including a consideration of compulsory education, promotion, and elimination; certification of teachers; supervision of instruction; the training of teachers in service; the special class and society; class management, rewards, prizes and other incentives; course of study; adaptation of industrial education; moral education.

The course will consist of lectures, required readings and discussions.

*Credit, 2 points.***Organization and Supervision of
Schools for Defectives**

Tuesdays, 3.45–4.45

Ed. Def. 25, 26. 30 hours

Room 8

MISS ANDERSON

This course will take up the problems of organizing classes and schools for defectives and of the supervision of such classes and schools.

The course will be given at the Coes Place School for Defectives in Newark. There are 120 children attending this school—a large enough number to give a wide variety of types.

In this school there are two low grade classes which are organized on the plan of the kindergarten; there are five

classes graded from low to high above the kindergartens. These classes are organized on the departmental plan. One teacher having the physical training and music; one, the shop; one, the household science; one, manual training, such as brush making, basketry, sewing, weaving; one, the formal work and nature study.

The teachers are all trained in their special branches as well as the special teachers of such subjects in the regular grades are trained.

The highest class in the school is the industrial or vocational class to which the children trained in the departmental classes are sent when they show ability and aptitude.

It will be the purpose of this room to imitate the real workshop as much as possible and thus to prepare the children, in so far as their limitations will allow, to take their places in the industrial world.

There will be opportunities given for the students of this course to observe the classes in this school.

Credit, 2 points.

Methods of Teaching Manual Arts

Friday, 7.00–9.00

Ed. Def. 27, 28. 30 hours

Room 9

MR. GRISWOLD

This course is open only to students who have completed the elementary course in manual arts, or its equivalent. It will consider those pedagogical methods which are applicable to the teaching of this subject. The problems that confront the teacher on this subject will be considered. Some of the topics discussed will be: organization, equipment, characteristics of material and adaptation to various uses. Detailed outlines for typical lessons and the presentation of the same to the class for discussion and criticism will be required. Selected readings from books on Manual Arts will be assigned.

Credit, 4 points.

Practical Phonetics

Tuesday, 5.00–6.00

Ed. Def. 29, 30. 30 hours

Room 10

MISS CRAHAN

This course coöperates with Speech Defects. The aim of this course is to give a strong foundation in phonetics. It will consist of lectures, practical work in the production of speech sounds and the correction of phonetic faults of speech.

*Credit, 2 points.***Speech Defects and Their Correction**

Tuesday, 4.00–5.00

Ed. Def. 31, 32. 30 hours

Room 10

MR. REIGART

The course is designed to assist teachers in the correction of speech defects and to aid in the development of language power.

The topics of lectures, discussions and readings include the psychology of speech, principal types of speech defects and principles and methods of correction. Opportunity is afforded for observation and practice.

*Credit, 2 points.***Industrial Education for
Defective Children
(Practical Course)**

Section A: Friday, 3.45–5.45

Room 5

Section B: Friday, 7.15–9.15

Ed. Def. 33, 34. 60 hours

Room 4

MISS HAMILTON

The course is intended to give teachers skill in various forms of industrial work adapted to the needs of defective children. As far as practical the branch will be taught by a trade worker. The course will include paper work, cutting and pasting, book binding, leather modeling, hand and loom weaving, basketry and willow work, crocheting, embroider-

ing, hand and machine sewing, clay modeling and pottery. Other industries will be included as the needs of the class arise.

Credit, 4 points.

**Wood-Work for Teachers
of Defective Children
(Elementary Course)**

Saturday, 11.15–1.15

Ed. Def. 35, 36. 60 hours

Room 9

MR. GRISWOLD

The aim of this course is to give the teacher an idea of the possibilities of wood-work for the defective child, and the opportunity it offers for development along many lines, through correlation. Special emphasis will be given to the fundamental principles of wood construction, and the application of these principles to the teaching of defective children. Tools used will be analyzed, and as much practice as time will permit will be given to the making of useful models. Tool equipment, the kind and character of the material needed to carry on the work will be discussed. Coping saw work and brush making will be explained, and an opportunity will be given to construct models along these lines.

Credit, 4 points.

**Woodwork for Teachers
of Defective Children
(Advanced Course)**

Saturday, 9.15–11.15

Ed. Def. 37, 38. 60 hours

Room 9

MR. GRISWOLD

This will be a continuation of the work of the elementary course in Manual Arts and will be open to those having completed this course or its equivalent. Additional principles in construction will be considered and models involving these principles will be made. Models that may be used in

teaching weaving, basketry, chaircaning, etc., will be constructed. Special attention will be given to exercises relating to centers of interest for defective classes.

Credit, 4 points.

Household Science

Saturday, 11.15-1.15

Ed. Def. 39, 40. 60 hours

MISS O'BRIEN

The course will consist of practical work (taught under home conditions) in cooking and housekeeping and will include the theory necessary for a thorough understanding of the process involved.

The class will be held in a "Model Flat," 162 Sullivan Street, thus affording an opportunity for the study of home sanitation in a practical way. Special attention will be given to the adaptation of the work to the needs of defective children.

Special application should be made for the enrollment in the class as only a limited number of students can be accommodated.

Credit, 4 points.

Standards for Measuring Instruction

Tuesday, 3.45-4.45

Ed. Def. 41, 42. 30 hours

Room 5

MISS FARRELL

This course is open to those who have completed one of the courses in Methods of Teaching with special reference to Mental Defective, or Backward Children or those who present the equivalent of one of these courses. A group of ungraded class children will be taught at one session; the following session the work observed will be discussed. It is desirable that Principles of Education be taken as a parallel course.

Credit, 1 point.

Research

Hours to be arranged

Ed. Def. 101, 102. 30 or 60 hours

Opportunity for research work will be provided. Students who desire to take the research work should consult with the Director of the Department.

*Credit, 2 or 4 points.***GROUP E***Extramural Courses*

The following courses offered in the Extramural Division are of special interest to students in the School of Pedagogy. They are announced in this bulletin for the convenience of students. Enrollment for these courses must be made on blanks of the Extramural Division and students completing a course will receive the certificate of the Extramural Division. The courses are credited under the same conditions that obtain in other departments of the University. The tuition fees are the same as in the School of Pedagogy, \$10 for each thirty-hour course.

Courses in pedagogical, collegiate, commercial and engineering subjects are offered in many centers in New York and neighboring cities.

For full information, address James E. Lough, Director of the Extramural Division, Washington Square, New York City.

Location

The Extramural courses in Group E are given for the most part, in the Washington Irving High School, Irving Place and 16th Street, New York. This High School is situated near the 14th Street express station of the subway and 3d Avenue elevated and is less than ten minutes' walk from the 14th Street station of the Hudson Tube. It is easily accessible to teachers in the vicinity of New York.

DOMESTIC ART

Director of the Department

MRS. ANNE L. JESSUP,

Director of Domestic Art in the Public Schools of New York City

MRS. FRANCES H. CONSALUS,

Teacher of Domestic Art in High Schools, New York City.

MISS JANE G. CLOSE,

Supervisory Teacher of Domestic Art, New York City.

MRS. JOHANNA L. THOMAE,

Trade Dressmaker.

The Department of Domestic Art has been created to meet the needs of teachers who desire to give instruction in this subject. The course includes instruction in basketry, weaving, cord and raffia construction work, hand sewing, drafting patterns, use of patterns, costume designing, crinoline modeling, practical dressmaking, methods of teaching and the study of textiles.

The classes are intended to fit teachers for special work as supervisory teachers, and as teachers in Day High, Evening and Vacation Schools, for promotion license in the New York City Elementary Schools and for teachers of Ungraded Classes of Abnormal Children.

They are also open to all who desire to add this subject to their general pedagogical equipment.

Credit is given by the University toward a degree, and will also be accepted by the Board of Examiners of the New York City Public Schools.

A complete set of models such as are used in New York Public Schools will be made and retained by each student.

The courses in this Department are organized on the year basis, commencing on the first Saturday of October and continuing through May.

The fees for tuition and material must be paid by November 1. No refunds will be made, but any student who is obliged to discontinue the work on account of ill health may enter any future session within two years, and complete the course.

Basketry and Chaircaning

Saturday, 9.15–11.15

1, 2. 60 hours

MRS. CONSALUS

The aim of this course is to make the student familiar with simple and advanced problems in the various styles of woven and coiled basketry. The history of design in Indian baskets will be studied. Simple and advanced problems given in chaircaning. Fee for material, \$5.00.

Credit, 4 points.

Primary Construction Work

Saturday, 11.15–12.15

3, 4. 30 hours

MRS. CONSALUS

This course includes instruction in cord and raffia work, weaving, ring making, brush making and hand loom weaving. Fee for material \$4.00.

Credit, 2 points.

Hand Sewing and Garment Making

Saturday, 9.15–12.15

5, 6. 90 hours

MISS CLOSE

A graded course of instruction in needle work, drafting, blackboard illustration and garment making as taught in

the grades of the New York Elementary Schools. Fee for material \$4.00.

Credit, 6 points.

Dressmaking

Saturday, 9.15-12.15

7, 8. 90 hours

Room —

MRS. THOMAE AND MISS CLOSE

Instruction is given in machine sewing, drafting, use of bought patterns, costume designing, crinoline modeling and practical dressmaking. This course is especially designed to prepare teachers for high and evening schools. Fee for material \$5.00.

Credit, 6 points.

Methods of Teaching Domestic Art

Saturday, 12.30-1.30

9, 10. 30 hours

Room —

MRS. CONSALUS

The aim of this course is to give instruction in Methods of Teaching Domestic Art, and in blackboard illustrations. Model lessons are given by the students.

Credit, 2 points.

**Advanced Methods of Teaching
and Instruction in Fibres and
Textiles**

Saturday, 2.00-3.00

11, 12. 30 hours

MRS. CONSALUS

Lectures will be given on methods of teaching and on the supervision of classes; also on the development of various fibres into textile fabrics.

Credit, 2 points.

HOME ECONOMICS

MRS. JEAN L. CAROTHERS, *Director of the Department*
Instructor in Home Economics, New York City Schools.

MISS JOSEPHINE M. ADAMS, *Instructor in Domestic Science*
Instructor in Home Economics, New York City Schools.

MISS KATHERINE STEBBINS, B.A.,
Instructor in Elementary Bacteriology and Household Hygiene
Nurse-in-charge, the Research Laboratory of the Department of Surgery, Columbia University.

The work offered in this department is planned primarily for those who wish to become teachers of Home Economics, and includes the courses required for teachers of this subject in the public schools of New York City. The courses are also open to any who desire to take the work as an addition to their general training. The work consists of lectures, laboratory, field work and collateral reading.

Home Economics (Elementary Course) Saturday, 9.15–12.15

1, 2. 90 hours

MISS ADAMS

This course includes the study of foods and general cookery; elementary laundry work; home care of the sick; housekeeping and household hygiene; chemistry of foods; physiology of digestion; marketing; planning and serving of meals; field work. Material fee, \$10.

Credit, 6 points.

Home Economics (Advanced Course) Saturday, 9.15–12.15

3, 4. 90 hours

MRS. CAROTHERS

Teachers who have completed the elementary course or its equivalent are eligible.

Practice teaching; lesson planning; study of dietaries and dietary standards; household decoration; household management; advanced laundry work; planning and serving of meals; marketing; invalid and infant diet; field work. Material fee, \$10.

Credit, 6 points.

**Elementary Bacteriology and
Household Hygiene**

Saturday, 1.15–2.15

5, 6. 30 hours

MISS STEBBINS

Laboratory work is not given, but the elements of bacteriology are presented from the point of view of their application to the principles of household hygiene. Preventable illness resulting from lack of hygiene, and from bacteria transmitted in dust, water, milk, etc.; location and construction of house; personal hygiene. Of special interest to teachers is that part of the course which deals with hygiene in the schoolroom. In connection with this there is a limited amount of demonstration of "first aid" as applied to children, with the treatment of injuries, sudden illnesses and other emergencies.

The aim is not for didactic instruction but for the development of a sufficient understanding of the principles of hygiene to enable the student to work out future problems for herself.

Credit, 2 points.

Home Nursing

Saturday, 2.15-3.15

7. 15 hours

First Term

MISS STEBBINS

Practical instruction in such elements of nursing as may be demanded in any home; bed making; handling of helpless patients; details of bath and toilet; methods of giving nourishment and medicine; use of sick-room appliances; local treatments; simple observation of symptoms; keeping of records; care of infants in some detail. Whenever possible each subject will be accompanied by demonstrations.

*Credit, 1 point.***MUSIC COURSES**

THOMAS TAPPER, LITT.D., *Director of the Department*
Lecturer on Music Appreciation, New York University.

MARIE F. MACCONNELL,
Teacher of Music in High Schools, New York City.

MORITZ E. SCHWARTZ,
Director of Music, Public Schools of Jersey City, N. J.

WILLIAM LYNDON WRIGHT, A.B.,
Instructor in Music, Extramural Division.

Sight-Singing

Saturdays, 11.15-12.15

1, 2. 30 hours

Washington Irving High School

MISS MACCONNELL

This course offers practical instruction and drill in Sight-singing without an accompaniment. The material used progresses from the simplest scale steps to and through standard a cappella music.

Credit, 2 points.

Tone Thinking and Ear Training Saturdays, 10.15–11.15

3, 4. 30 hours Washington Irving High School

MISS MACCONNELL

The aim of this course is to develop the power of recognizing rhythms promptly; of thinking in musical idioms; of using music as a language to be thought, to be read and to be reproduced.

*Credit, 2 points.***Elementary Harmony** Saturdays, 12.15–1.15

5, 6. 30 hours Washington Irving High School

MR. SCHWARZ

This course begins with the study of intervals, both harmonic and melodic and proceeds through the secondary seventh chords in major and minor. Required work includes harmonization of the given bass and the given soprano, with construction of original exercises in four parts involving each new chord as it is taken up.

*Credit, 2 points.***Rudiments of Music and Melody Writing**

Saturdays, 11.15–12.15

7, 8. 30 hours Washington Irving High School

MR. SCHWARZ

The signs and technical terms used in music are explained. Scale forms and keys in major and minor. Original melodies are required in phrase and period form: In diatonic progression with simple skips; chromatic inflection; in various rhythms; modulations to nearby related keys.

Credit, 2 points.

Advanced Harmony

Saturdays, 10.15–11.15

9, 10. 30 hours

Washington Irving High School

MR. SCHWARZ

This course provides a review of the preceding (Elementary Harmony) especially emphasizes harmonization of a given soprano. It proceeds from secondary seventh chords through chromatically altered chords to suspension, modulation, passing and changing tones. Original exercises involving each of these factors are required.

*Credit, 2 points.***Music Appreciation and History**

Saturdays, 9.15–10.15

11, 12. 30 hours

Washington Irving High School

DR. TAPPER

The various forms of music are studied in chronological order, taking up the essential principles of the art (1) from the earliest times to the periods of Ambrose and Gregory and (2) thence to modern times through (a) the modes, (b) the beginning of notation, (c) early sacred and secular forms, (d) the ecclesiastical school of Lassus and Palestrina, and (e) the contrapuntal classics, romantic and modern schools.

The work in appreciation will be based directly upon the history outline, and will be amply illustrated. Topics requiring research and collateral reading will be assigned from time to time.

*Credit, 2 points.***Methods of Teaching Music in Elementary and Secondary Schools**

Fridays, 3.45–4.45

13, 14. 30 hours

Room

MISS MACCONNELL

The material for this course covers (1) the care and proper use of the voice in growing, maturing and matured pupils;

(2) sight-singing and tone-thinking in all grades; (3) repertoire for all grades; (4) theory and appreciation in advanced grades; and (5) manner of presentation.

Credit, 2 points.

High School Music

Fridays, 4.45–5.45

15, 16. 30 hours

Room —

MISS MACCONNELL

The relation of high school music to music of the grades. Bibliography of high school texts. Voice examination, test and classification. Formation of glee clubs. Art of conducting high school chorus singing. Bibliography of high school, basic and supplementary texts.

Credit, 2 points.

Orchestral Music

Thursdays, 3.45–5.45

17, 18. 60 hours

MR. WRIGHT

A study of orchestral music from the listener's standpoint; lectures on the orchestra and special phases of its work, and study of important masterpieces composed for it with respect to their form, history, etc.; special attention to works actually performed in New York during the season.

Actual attendance upon a series of orchestral concerts is part of the work of this course.

A technical knowledge of music is not required for this course.

Credit, 4 points.

EDUCATION

Principles and Methods of Teaching Thursday, 3.45–4.45

Ext. Ped. 2. 30 hours.

P. S. 44, Bronx

DR. TAYLOR

This course discusses the broad principles of teaching in their historic relation and with reference to current educational theory and practice. Among the topics thus considered are: interest; apperception; correlation; the muscular sense in teaching; inductive, and Socratic methods; the hygiene of instruction. Specific application of these and other principles is made to the following subjects; reading; spelling and the meaning of words; composition; history; geography; nature study and elementary science; arithmetic; penmanship; drawing and manual training; teaching children to study. Discipline and class management are also discussed.

School Administration and Supervision (Special Emphasis on the Gary System)

Thursday, 4.45–5.45

P. S. 44, Bronx

Ext. Ped. 3, 4. 30 hours

DR. TAYLOR

This course will consist of lectures, discussions and a limited amount of collateral reading on selected phases of school administration and supervision. The Gary system will be treated with respect to the educational theory underlying it, its spirit or atmosphere, the technique of its teaching, program and administration generally. Among the special topics to be considered, in addition to the Gary schools, are the following: The course of study; classification and promotion of pupils; devices for rapid advancement of gifted pupils and retarded pupils; the hygiene of instruction; methods of supervision.

Methods in English

Friday, 4.00–6.00

Hall of Philosophy, University Heights

Ext. Ped. 5, 6

DR. EDMUND

This course is supplementary to Extension Course given at University Heights, 1914–15, but not dependent upon it. The course will be conducted as a round table or seminar, and each member will be expected to present the results of individual study upon a particular topic or literary selections.

The modern point of view; the teacher's preparation,—literary study and vocal interpretation of selections from Shakespeare, Browning, Tennyson, Scott, Poe and writers of the present day; conduct of the class hour,—the drama in high and elementary schools, the relation of oral expression to the understanding and appreciation of books, the use of pictures and other means of realizing literary backgrounds; the measure of results.

THE WOMEN'S ADVISORY COMMITTEE

In 1890 the Council of the University, recognizing that the enrollment of graduate students included the names of several women as candidates for the Doctorate in Philosophy, and recognizing further that the School of Pedagogy just founded was likely to enroll women students in equal numbers with men, deemed it expedient that the Council should have the co-operation of representative women in the promotion of the University's work for women, and accordingly established the Women's Advisory Committee.

President—MRS. EDWARD C. BODMAN, L.H.M.

Vice-President—MRS. ROSWELL ELDRIDGE

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MISS EMILY CODDINGTON, PH.D.

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Sub-Committee of the Woman's Advisory Committee on the Training of Defective Children

MRS. EDWARD C. BODMAN, Chairman

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Kindergarten Education

JAMES E. LOUGH, PH.D., PD.D.

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Kindergarten and Primary Music, Voice Culture, Oral English

EUNICE FLORENCE FAULKNER

Art and Drawing

THOMAS M. BALLIET, PH.D.

(Dean of School of Pedagogy) Special Lecturer on Methods

MAUD LINDSAY

Special Lecturer on Stories and the Art of Story Telling

BERTHA JOHNSTON

Special Lecturer on Home Occupations and Mothers' Meetings

RAYMOND C. OSBURN, PH.D.

(Barnard College) Special Lecturer on Biology

The school is organized for the training of teachers for kindergarten and primary work, and offers to graduates of approved secondary schools a two years' course leading to a diploma. This course is approved by the New York State Board of Regents and by New York City Board of Education.

The school is assisted by professors of the School of Pedagogy, and students are offered exceptional advantages for regular and special courses in pedagogical studies.

By special arrangement, the kindergarten department of the Summer School at University Heights offers courses that may be taken for credit toward the diploma of the training school.

School year opens on September 26th, 1914.

For further information address

HARRIETTE MELISSA MILLS, *Principal.*

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